



PSHE Curriculum – Units of work and sequence of lessons

Our Personal, Social and Health Education (PSHE) curriculum is based on the SCARF programme of study. It also incorporate health education and spans the full period of time the children are at the school from reception through to Year 6. The curriculum runs on a two year rolling programme. There are three key themes which themselves have specific sub-themes.

Relationships which incorporates Healthy Relationships, Feelings and Emotions and Valuing Differences

Health and Well-Being which incorporates Healthy Lifestyles, Keeping Safe and Growing and Changing

Living in the Wider World which incorporates Rules, Rights and Responsibilities, Caring for the Environment and Money

Each half term will have a theme and a sequence of age appropriate lessons, using the SCARF lesson materials, will be delivered. The lesson themes are supplemented through assemblies which link in to provide a coherent approach.

For our older pupils, additional input is used when teaching sex education themes. Similarly, we use appropriate opportunities and resources to enrich our curriculum such as visits from the Life Bus, schools trips (such a recent one to the Crown Court in Exeter) and visitors to school to talk about various issues such as health and well-being.

Our curriculum intent is that children develop positive relationships with others over time and understand how to maintain good mental and physical health not least as they grow older and their bodies change. We want children to understand about different cultures to their own and are able to value everyone, regardless of any differences that may exist. We teach the children to understand their contribution to society and their role in upholding fundamental British Values. Likewise, we teach the children to keep themselves safe both in the real and virtual worlds. Children are made aware of their environment and the need to protect it as well as having a good financial awareness as they move towards adulthood. The curriculum can also be adapted to respond to specific incidents or topical issues.

Also see assembly plan for each term	Teddy Class	Panda Class	Koala Class
Year 1 Autumn 1 (Relationships - Healthy Relationships)	<u>People who help to keep me safe</u> (YR) <u>Who can help? (2)</u> (Y1) <u>How are you listening?</u> (Y1) <u>Pass on the praise!</u> (Y1) <u>Sharing pictures</u> (Y1) <u>Listening to my feelings (1)</u> (YR)	<u>A helping hand</u> (Y2) <u>I don't like that!</u> (Y2) <u>Don't do that!</u> (Y2) <u>Looking after our special people</u> (Y3) <u>Danger or risk?</u> (Y3) <u>How can we solve this problem?</u> (Y3)	<u>Can you sort it?</u> (Y4) <u>Together</u> (Y4) <u>Give and take</u> (Y5) <u>Stop, start, stereotypes</u> (Y5) <u>Assertiveness skills (formerly Behave yourself - 2)</u> (Y6) <u>Don't force me</u> (Y6) <u>Acting appropriately</u> (Y6)
Year 1 Autumn 2 (Kindness and thoughtfulness not part of SCARF)	Biennial whole school charity project identifying a chosen charity or cause culminating in fundraising activities.	Biennial whole school charity project identifying a chosen charity or cause culminating in fundraising activities.	Biennial whole school charity project identifying a chosen charity or cause culminating in fundraising activities.
Year 1 Spring 1 (Living in the Wider World – Rules, Rights, Responsibilities)	<u>Why we have classroom rules</u> (Y1) <u>Being helpful at home and caring for our classroom</u> (YR) <u>Taking care of something</u> (Y1) <u>Our special people balloons</u> (Y1)	<u>Our ideal classroom 1</u> (Y2) <u>As a Rule</u> (Y3) <u>When I feel like erupting</u> (Y2) <u>Our friends and neighbours</u> (Y3) <u>When someone is being left out</u> (Y2) <u>For or against</u> (Y3)	<u>How do we make a difference?</u> (Y4) <u>Local councils</u> (Y5) <u>Fact or opinion?</u> (Y5) <u>Democracy in Britain 1 - Elections</u> (Y6) <u>Democracy in Britain 2 - How (most) laws are made</u> (Y6)
Year 1 Spring 2 (Health and Well Being – Keeping Safe)	<u>Harold loses Geoffrey</u> (Y1) <u>Who can help? (1)</u> (Y1) <u>Harold's school rules</u> (Y1) <u>What could Harold do?</u> ☆ (Y1)	<u>The Risk Robot</u> (Y3) <u>Harold's Picnic</u> (Y2) <u>Safe or Unsafe?</u> (Y3) <u>Respecting Privacy</u> (Y2) <u>Helping each other stay safe</u> (Y3)	<u>Danger, risk or hazard?</u> (Y4) <u>Independence and responsibility</u> (Y5) <u>Decision dilemmas</u> (Y5) <u>What's the risk? (1)</u> (Y6) <u>What's the risk? (2)</u> (Y6)

<p>Year 1 Summer 1 (Health and Well-Being – Healthy Lifestyles)</p>	<p><u>Healthy eating (1)</u> (YR) <u>Healthy eating (2)</u> (YR) <u>A good night's sleep</u> (YR) <u>Harold's wash and brush up</u> (Y1) <u>I can eat a rainbow</u> (Y1) <u>My day</u> (Y2)</p>	<p><u>Harold's bathroom</u> (Y2) <u>Harold's postcard - helping us to keep clean and healthy</u> (Y2) <u>My body needs...</u> (Y2) <u>Poorly Harold</u> (Y3) <u>Body team work</u> (Y3)</p>	<p><u>Making choices</u> (Y4) <u>SCARF Hotel</u> (Y4) <u>Smoking: what is normal?</u> (Y5) <u>Getting fit</u> (Y5) <u>It all adds up!</u> (Y5) <u>I look great!</u> (Y6) <u>We have more in common than not</u> (Y6)</p>
<p>Year 1 Summer 2 (Health and Well-Being – Growing and Changing)</p>	<p><u>Seasons</u> (YR) <u>Life stages - plants, animals, humans</u> (YR) <u>Life Stages: Human life stage - who will I be?</u> (YR) <u>Harold learns to ride his bike</u> (Y1) <u>Then and now</u> (Y1) <u>Inside my wonderful body!</u> (Y1)</p>	<p><u>You can do it!</u> (Y2) <u>Sam moves away</u> (Y2) <u>My special pet</u> (Y3) <u>Top talents</u> (Y3) <u>An email from Harold!</u> (Y4) <u>Moving house</u> (Y4)</p>	<p><u>Different skills</u> (Y5) <u>How are they feeling?</u> (Y5) <u>Star qualities?</u> (Y5) <u>Is this normal?</u> (Y6) <u>Helpful or unhelpful? Managing change</u> (Y6) Older pupils will also undertake additional lessons during this term which focus on the reproduction process and puberty.</p>
<p>Year 2 Autumn 1 (Relationships - Healthy Relationships)</p>	<p><u>Catch it! Bin it! Kill it!</u> (Y1) <u>My feelings</u> (YR) <u>My feelings (2)</u> (YR) <u>Surprises and secrets</u> (Y1) <u>Unkind, tease or bully?</u> (Y1)</p>	<p><u>Should I tell?</u> (Y2) <u>Solve the problem</u> (Y2) <u>Bullying or teasing?</u> (Y2) <u>Types of bullying</u> (Y2) <u>Friends are special</u> (Y3)</p>	<p><u>Ok or not ok? (part 1)</u> (Y4) <u>Ok or not ok? (part 2)</u> (Y4) <u>It could happen to anyone</u> (Y5) <u>Taking notice of our feelings</u> (Y5) <u>Solve the friendship problem</u> (Y6)</p>
<p>Year 2 Autumn 2 (Living in the Wider World - Valuing Differences)</p>	<p><u>Same and different</u> (YR) <u>Same and different families</u> (YR) <u>Same and different homes</u> (YR) <u>It's not fair!</u> (Y1) <u>Good friends</u> (Y1) <u>Same or different?</u> (Y1)</p>	<p><u>An act of kindness</u> (Y2) <u>What makes us who we are?</u> (Y2) <u>Family and friends</u> (Y3) <u>Respect and challenge</u> (Y3) <u>Let's celebrate our differences</u> (Y3)</p>	<p><u>What would I do?</u> (Y4) <u>What makes me ME!</u> (Y4) <u>Qualities of friendship</u> (Y5) <u>Kind conversations</u> (Y5) <u>Advertising friendships!</u> (Y6) <u>Respecting differences</u> (Y6)</p>

<p>Year 2 Spring 1 (Living in the Wider World – Caring for the Environment)</p>	<p><u>Being helpful at home and caring for our classroom</u> (YR) <u>Caring for our world</u> (YR) <u>Around and about the school</u> (Y1) <u>How can we look after our environment?</u> (Y2)</p>	<p><u>Let's have a tidy up!</u> (Y3) <u>My community</u> (Y3) <u>Our helpful volunteers</u> (Y3) <u>Harold's environment project</u> (Y3) <u>Volunteering is cool</u> (Y4)</p>	<p><u>My school community (1)</u> (Y4) <u>Rights, responsibilities and duties</u> (Y5) <u>My school community (2)</u> (Y5) <u>Community art</u> (Y6) <u>Action stations!</u> (Y6) <u>Happy shoppers</u> (Y6)</p>
<p>Year 2 Spring 2 (Living in the Wider World – Money)</p>	<p><u>Looking after money (1): recognising, spending, using</u> (YR) <u>Looking after money (2): saving money and keeping it safe</u> (YR) <u>Harold's money</u> (Y1) <u>How should we look after our money?</u> (Y1) <u>Harold saves for something special</u> (Y2)</p>	<p><u>Harold goes camping</u> (Y2) <u>Can Harold afford it?</u> (Y3) <u>Earning money</u> (Y3) <u>Harold's expenses</u> (Y4) <u>Why pay taxes?</u> (Y4)</p>	<p><u>Spending wisely</u> (Y5) <u>Lend us a fiver!</u> (Y5) <u>Boys will be boys? - challenging work-place gender stereotypes</u> (Y5) <u>What's it worth?</u> (Y6) <u>Jobs and taxes</u> (Y6)</p>
<p>Year 2 Summer 1 (Relationships – Feelings and Emotions)</p>	<p><u>My feelings</u> (YR) <u>My feelings (2)</u> (YR) <u>Thinking about feelings</u> (Y1) <u>Harold has a bad day</u> (Y1) <u>Who are our special people?</u> (Y1) <u>Feelings and bodies</u> (Y1)</p>	<p><u>How are you feeling today?</u> (Y2) <u>How do we make others feel?</u> (Y2) <u>My special people</u> (Y2) <u>Secret or surprise?</u> (Y3) <u>Dan's dare</u> (Y3) <u>Secret or surprise?</u> (Y4)</p>	<p><u>How good a friend are you?</u> (Y5) <u>Dear Ash</u> (Y5/6) <u>Ella's diary dilemma</u> (Y5) <u>Is it true?</u> (Y5) <u>Dan's day</u> (Y6)</p>
<p>Year 2 Summer 2 (Health and Well-Being – Growing and Changing)</p>	<p><u>Where do babies come from?</u> (YR) <u>Getting bigger</u> (YR) <u>Me and my body - girls and boys</u> (YR) <u>Keeping privates private</u> (Y1) <u>Taking care of a baby</u> (Y1)</p>	<p><u>Haven't you grown!</u> (Y2) <u>My body, your body</u> (Y2) <u>I am fantastic!</u> (Y3) <u>My changing body</u> (Y3) <u>My feelings are all over the place!</u> (Y4)</p>	<p><u>Dear Hetty</u> (Y5) <u>Boys will be boys? - challenging gender stereotypes</u> (Y6) <u>This will be your life!</u> (Y6) <u>Media manipulation</u> (Y6) Older pupils will also undertake additional lessons during this term which focus on the reproduction process and puberty.</p>

