

Curriculum Skills and Progression

PSHE



Nebula
where stars are born



The Nebula Federation

Primary School

Curriculum overview and delivery

The RSE and PSHE curriculum should be a spiral throughout each school year to cover each objective above. RSE topics are displayed above the PSHE topics in the curriculum overview below.

The lessons can be mixed and matched as the teacher feels necessary or deems of particular benefit to their class at that time. The RSE topic for each term can be delivered similarly but does link in with the suggested topics and lessons. Lessons are likely to take more than one session.

The values of White Woman Lane are intrinsic throughout the PSHE curriculum. We aspire to teach the children to always value kindness towards both themselves and others around them, including a range of viewpoints from different perspectives whilst upholding fundamental British Values. Courage is taught to the children through the sharing of ideas in PSHE lessons and through studies of people who have had to be courageous at times in their lives. We inspire the children to think deeply about personal and wider societal issues, inspiring wisdom through the consideration of other's perspectives and diverse opinions. We allow the children to have hope about their future, providing them with the tools to discuss current events, wellbeing and relationships and for their future careers. The curriculum is designed to give the children a broader vision of the world around the,

Assessment

No written records are necessary, however each term a piece of work representative of the topics your class have covered should be displayed on the PSHE/RSE display board. This can be anything that sums up

the learning of your children, for example if year 5 have covered Nelson Mandela, your class may choose to write a collective or individual poem about his life and achievements or you may simply use a mind map created at the end of a topic, surrounded with post-its with the children's thoughts and responses.

Wider World Links

Throughout the year, PSHE lessons may be dedicated to key events happening in the world (such as Black History Month). This is so children have a good understanding of the wider world around them, are aware of social justice issues and can develop empathy for others.

Curriculum Map – PSHE		
Knowledge and Understanding – Pupils know and understand ...		
	Lower KS2	Upper KS2
Social Justice and Equality	<ul style="list-style-type: none"> • how fairness may not always mean equal treatment 	<ul style="list-style-type: none"> • some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels
Identity and Diversity	<ul style="list-style-type: none"> • diversity of cultures and societies within and beyond own experience - • contributions of different cultures to our lives • nature of prejudice, racism and sexism and ways to combat these impacts of stereotyping, prejudice and discrimination and how to challenge these 	<ul style="list-style-type: none"> • impacts of stereotyping, prejudice and discrimination and how to challenge these • importance of language, beliefs and values in cultural identities
Peace and Conflict	<ul style="list-style-type: none"> • some causes and effects of conflict at all levels from personal to global • strategies for managing, resolving and preventing conflict, including ‘win-win’ solutions 	<ul style="list-style-type: none"> • examples of conflicts past and present in own society and others • importance of resolving conflict fairly

<p>Human Rights</p>	<ul style="list-style-type: none"> • UN Convention on the Rights of the Child • reasons why some people have their rights denied • those responsible for rights being met 	<ul style="list-style-type: none"> • importance of citizens, societies and governments respecting and defending people’s human rights • current and historical
<p>Power and Governance</p>	<ul style="list-style-type: none"> • the need for rules in own school and wider society and how people can take part in making and changing them • basics of how own country is governed 	<ul style="list-style-type: none"> • how a lack of power and representation can result in discrimination and exclusion • the power of collective action
<p>Critical and Creative Thinking</p>	<ul style="list-style-type: none"> • begin to identify bias and opinion • give evidence for an argument, assess different viewpoints and present counter-arguments • imagine alternative possibilities and suggest new ideas to solve problems 	<ul style="list-style-type: none"> • evaluate media and other sources for bias, stereotypes and range of voices and perspectives • analyse own and others’ assumptions about people and issues • keep mind open to new ideas
<p>Empathy</p>	<ul style="list-style-type: none"> • adapt behaviour to take into account feelings of others • empathise with people in local and more distant contexts • understand impacts of prejudice and discrimination 	<ul style="list-style-type: none"> • discern how people are feeling through their words, body language, gestures and tone • recognise how different backgrounds, beliefs and personalities affect behaviour and world views

Curriculum Map – PSHE Skills – Pupils can ...		
	Lower KS2	Upper KS2
Self-awareness and reflection	<ul style="list-style-type: none"> • identify connections between personal decisions and issues affecting people locally and globally • explore reasons for negative feelings towards others and in new or difficult situations 	<ul style="list-style-type: none"> • recognise personal strengths and weaknesses • evaluate ways in which own emotions, words and behaviour can affect people both locally and globally
Communication	<ul style="list-style-type: none"> • listen attentively, question and respond to others • express own views and ideas on issues clearly, using a range of appropriate methods • give reasons, evidence and examples in support of an opinion 	<ul style="list-style-type: none"> • communicate effectively through a range of media about issues to suit subject, audience and purpose • use active listening skills adapt behaviour to new cultural environments
Cooperation and Conflict Resolution	<ul style="list-style-type: none"> • work cooperatively to solve problems or achieve goals • use strategies to manage anger, frustration and aggressive feelings • use knowledge of others’ viewpoints to resolve problems and compromise 	<ul style="list-style-type: none"> • take on different roles in group work • employ effective strategies for repairing damaged relationships
Ability to manage complexity and uncertainty	<ul style="list-style-type: none"> • describe feelings about changes and events in own setting and the wider world • use strategies to cope with challenging times • recognise when there may be no single right or wrong answer 	<ul style="list-style-type: none"> • adapt to new situations and explore new ways of seeing local and global issues • explore multiple perspectives and alternative visions of the future

<p>Informed and reflective action</p>	<ul style="list-style-type: none"> • participate in decision making in school • contribute to the well-being of the wider community • share opinions and evidence on issues with others • including decision-makers and elected representatives 	<ul style="list-style-type: none"> • identify and plan appropriate action(s) and opportunities to make own voice heard • challenge viewpoints which perpetuate inequality and injustice • reflect on learning from taking action
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<p align="center">Curriculum Map – PSHE Attitudes – Pupils have ...</p>		
	<p align="center">Lower KS2</p>	<p align="center">Upper KS2</p>
<p>Sense of identity and self-esteem</p>	<ul style="list-style-type: none"> • positivity about the ways in which one is both similar to others and uniquely different • value what contributes to own identity 	<ul style="list-style-type: none"> • valuing of own and others’ individuality • openness to new ideas and perspectives which challenge own
<p>Commitment to social justice and equity</p>	<ul style="list-style-type: none"> • offence at unfair treatment of others locally and globally • sense of justice • growing interest in world events and global issues 	<ul style="list-style-type: none"> • active concern at injustice, exploitation and denial of human rights • willingness to take action against injustice and inequity
<p>Respect for people and human rights</p>	<ul style="list-style-type: none"> • readiness to think through consequences of words, actions and choices on others • belief that it is everyone’s responsibility to challenge prejudice and discrimination 	<ul style="list-style-type: none"> • sense of solidarity with those suffering human rights violations, injustice and discrimination

<p>Value diversity</p>	<ul style="list-style-type: none"> • valuing difference • recognising the benefits of listening to a range of different perspectives and viewpoints 	<ul style="list-style-type: none"> • respect for the rights of all to have a point of view • willingness to challenge prejudiced and discriminatory views • recognition of diverse perspectives on any issue, and that the majority view is not always right
<p>Commitment to participation and inclusion</p>	<ul style="list-style-type: none"> • active participation in school-based decision making • proactive inclusion of other people, especially those who may face barriers to participating fully 	<ul style="list-style-type: none"> • supporting and encouraging others to participate • willingness to reach agreement through compromise
<p>Belief that people can bring about change</p>	<ul style="list-style-type: none"> • belief that individuals and groups can improve situations • willingness to cooperate with others to change things for the better 	<ul style="list-style-type: none"> • willingness to take an informed stand on global issues • belief that people can often make a greater difference when they take action collectively

YEAR 3 CURRICULUM OVERVIEW:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help
<p>Wider World link: Black History Month (October) Getting to know you</p> <p>More than one friend</p> <p>Resilience: Bouncing back</p>	<p>Let's get active!</p> <p>Why do we wash our hands?</p> <p>Peer pressure: It's your choice</p> <p>Tongue: the power of words</p>	<p>I am unique</p> <p>People who are special to me</p> <p>The two brothers</p> <p>Mediation: Resolving Conflict</p>	<p>My goals</p> <p>Where do you stand?</p> <p>Animal Care: Creature Kindness</p> <p>Chicken Soup</p>	<p>Pollution: Expedition to planet Blueball</p> <p>Protecting Local Habitats (Over 2 lessons)</p> <p>Taking responsibility</p>	<p>Who can help?</p> <p>Bulling: Prepare to stand up and stand out</p> <p>The Golden Statue</p>

<p>Going for goals: Mo Farah</p> <p>Go-Givers Community centre</p>					
<p>Understanding feelings Respect for others Generosity Giving Determination Goals Dreams Friendship Resilience</p> <p>Cross Curricular: History/PE - Mo Farah</p> <p>Writing Opportunities: Informative text/poster on Mo Farah</p>	<p>Peer pressure Choice Pants Responsibility Vocab Safety Healthy Exercise</p> <p>Cross Curricular: Science - terminology for body parts and 'germs' for washing hands lesson.</p> <p>Writing Opportunities: Informative posters to show what peer pressure looks like.</p>	<p>Giving Charity Bullying Breathing Relationship Families Friends Calm Meditating Conflict Generosity</p> <p>Cross Curricular: History - The Two Brothers tale is set in Ancient Egyptian times.</p> <p>Writing Opportunities: Hands with special people written on.</p>	<p>Environment Conscience Feelings Empathy Kindness Caring Safety Family Differences Similarities</p> <p>Cross Curricular: Science - animals and care of.</p> <p>Writing Opportunities: Written goals. Informative writing on how to care for animals.</p>	<p>Environment Habitats Animals Omnivore Carnivore Herbivore Charity Helping Responsibility Local area My Rights</p> <p>Cross Curricular: Geography and Science - space and habitats</p> <p>Writing Opportunities: Chronological report - Planet Blueball Poster to explain how to protect the environment.</p>	<p>Emergency Safety First aid 999 Emergency services Police Ambulance Fire marshals Bullying Feelings Empathy Differences Similarities STOP Generosity</p> <p>Cross Curricular: ICT-bullying online.</p> <p>Writing Opportunities:</p>

<p>Poetry activity on uniqueness</p> <p>Deeper Thinking: What does generosity look like?</p> <p>What are your goals?</p>	<p>Tongue-Twisters for 'Tongue' lesson.</p> <p>Deeper Thinking: If someone makes bad choices, does it make them a bad person?</p> <p>How much is enough exercise?</p>	<p>Script writing opportunity for the two brothers tale.</p> <p>Deeper Thinking: Are we all equal?</p> <p>What does unique mean?</p>	<p>Questions for characters in Chicken Soup story.</p> <p>Deeper Thinking: Is it ok to have different beliefs?</p>	<p>Deeper Thinking: Who is responsible for looking after the world?</p>	<p>Informative posters on bullying.</p> <p>Deeper Thinking: I can ask anyone for help. Discuss.</p> <p>Is it bullying if it only happens once?</p>
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YEAR 4 CURRICULUM OVERVIEW:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help
Wider World Link: Black History Month The Golden Rule: Multi- Faith Values Identities Discrimination	Healthy eating Keeping safe in Cyberspace The gift of sight Challenging stereotypes	Homophobia: Respecting All Our Differences Looking out for others Homelessness Inspiring Stories: Young Fundraisers & Campaigners	Dilemmas How should we farm? Disaster: Quake How can I make a difference?	Climate change Fairtrade: Have a Banana Children's rights Equal Opportunities	Microorganisms What is a charity? Obesity Fake news

<p>Jealousy: The green-eyed monster</p> <p>Respect</p>					
<p>Emotions Empathy Stepping into each other shoes Respect Belonging Friendship Memories Unique Values Coping strategies Breathing Discrimination</p> <p>Cross curricular: History/Geography - Discrimination examples</p> <p>Writing Opportunities: Diary writing - looking at emotions</p>	<p>Health Healthy Eating Digestive system Internet Safety Dark web Reporting Virus Emails Social media Eye health Stereotypes Differences and similarities</p> <p>Cross curricular: ICT- staying safe online Science - healthy bodies</p> <p>Writing Opportunities:</p>	<p>Differences Similarities Respect Homophobia/homophobiaGay Love Affection Rights Responsibilities Homeless Helping others Inspiration Greta Thunberg Campaigning</p> <p>Cross Curricular: Geography - homelessness Science - differences in bodies</p> <p>Writing Opportunities: Persuasive posters for fundraisers, Speech writing and campaigning.</p>	<p>Dilemma Responsibilities Deforestation Climate change Reduce,reuse,recycle (link to School Council) World problems Farming Drought Earthquakes Respect Fair trade Battery farming</p> <p>Cross Curricular: School council, Science - rainforests, farming, habitats, Geography- natural disasters and forests.</p>	<p>Families Differences Similarities Laws Rights Fair trade Farming Equality Fairness Vision Respect</p> <p>Cross Curricular: Science/History - fair trade, farming, how rights have changed</p> <p>Writing Opportunities: Children write their own 'rights'. Poster on climate change.</p>	<p>Science links Living things Microbes Telescopic Charity Giving Responsibility Studying Noble Peace Prize Mother Theresa Health Balanced diet Fruit and vegetables Exercise Portion control Spam mail Respect Asking for help</p> <p>Cross Curricular: Science - microorganisms and healthy bodies</p>

<p>and events covered in children's lives.</p> <p>Deeper Thinking: Only one emotion can be felt at one time. Discuss.</p> <p>Can someone have more than one identity?</p>	<p>Persuasive writing - why should we eat healthily? Posters - eye health</p> <p>Deeper thinking: I can become whatever I want to be.</p> <p>You can tell what someone is like, just by looking at them. Discuss.</p>	<p>Deeper Thinking: Do all relationships look the same?</p>	<p>Writing Opportunities : Informative texts - posters to show dangers to rainforests. Informative text on what to do in a disaster</p> <p>Deeper Thinking: If I don't look after the planet, someone else will. Discuss.</p>	<p>Deeper Thinking: What is the relationship between decisions and consequences? How do we show respect?</p>	<p>History - charitable giving across time.</p> <p>Writing Opportunities: Persuasive writing - charitable giving; a good or bad thing? Fake news: Fact or fiction news headlines.</p> <p>Deeper Thinking: Is charitable giving a good or bad thing?</p>
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Year 5 RSE and PSHE Curriculum Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help
Black History Month Nelson Mandela- Mary Seacole and Florence Nightingale Mental Health and Keeping Well Wider World link: Black	Belonging to Groups Disasters: Prevention is Better than Cure Understanding Cancer	Magna Carta Heavyweight Punching: Muhammad Ali The Value of Trees (split into 3 parts)	What are human rights? For and Against: Where Do You Stand? Why Do We Pay Taxes? (in 2 parts) Wider World link: International Women's Day	Strong Societies Rights and Responsibilities: Getting the Balance Right Healthcare: Improving Life Chances Democracy (3 parts)	Times of Need AI: Artificial Intelligence Oil Disaster in the Gulf of Mexico Celebrating the NHS

<p>History Month (October)</p>					
<p>Sense of identity and self esteem Commitment to social justice and equity Respect for people & human rights Power and governance, peace & conflict Value diversity Belief people can bring about change Communication Informed and reflective action Commitment to participation and inclusion</p> <p>Cross Curricular: History - black history</p> <p>Science: Research project about Katherine Johnson civil rights, womens's rights Geography</p> <p>Writing opportunities: Poetry (Nelson Mandela) diary writing.</p> <p>Deeper thinking:</p>	<p>Sense of identity and self esteem Ability to manage complexity and uncertainty Respect for people & human rights Communication Self awareness Informed and reflective action</p> <p>Cross Curricular: Science, Geography</p> <p>Writing opportunities: Persuasive writing - environmental issues, posters</p> <p>Deeper thinking: Can belonging to groups ever be a bad thing? Are</p>	<p>Sense of identity and self esteem Ability to manage complexity and uncertainty Communication Commitment to social justice and equity Respect for people & human rights Informed and reflective action</p> <p>Cross Curricular: History (Magna Carta) Geography (pollution) PE: Muhammad Ali</p> <p>Writing opportunities: Recounts, non chronological reports, persuasive writing, Write your own Queen's speech Poems Slogans</p>	<p>Respect for people & human rights Value diversity Belief people can bring about change and equity Communication Cooperation and conflict resolution Informed and reflective action Commitment to participation and inclusion power and governance</p> <p>Cross Curricular: History: rights and liberty, stances, Roma Maths: taxes - percentages, operations, word/ real life problems English - oral work, opinions</p> <p>Writing opportunities: Persuasive writing</p>	<p>Commitment to social justice and equity Respect for people & human rights Value diversity, Human rights</p> <p>Belief people can bring about change and equity Cooperation and conflict resolution Self awareness Informed and reflective action Commitment to participation and inclusion Communication</p> <p>Cross Curricular: History: persuasive writing English: persuasive writing, debate</p> <p>Writing opportunities: Recounts, news reports, persuasive writing, Interpreting data about healthcare</p> <p>Deeper thinking:</p>	<p>Cooperation and conflict resolution Informed and reflective action Commitment to participation and inclusion Ability to manage complexity and uncertainty Communication Human rights</p> <p>Cross Curricular: Science DT ICT, building robots Geography - disasters, Mexico Science</p> <p>Writing opportunities: Write from the perspective of someone who is losing their job to AI Accounts of disasters</p>

<p>Is it ever right to use violence in quest of peace and human rights?</p> <p>How would your life be different if we had no diversity?</p>	<p>all groups good/bad in everyone's opinion?</p> <p>Is there a need to take risks? When? Why?</p>	<p>Deeper thinking: Can jealousy or envy be healthy emotions? How can they be chaneled into positivity? When/how can negativity be used for the 'greater good'?</p>	<p>Writing letters/persuasive adverts or/against an argument</p> <p>Deeper thinking: What happens when the rights and beliefs of two or more groups collide with each other? Does any one group's rights/beliefs take importance over the other's?</p>	<p>Should we, who live in a democracy and have access to healthcare, education etc, be using our privilege to ensure other countries receive this too, or is it ok for us to use it to improve our own quality of life?</p> <p>Nobody is forced to vote but is it wrong to not do so?</p>	<p>Factual writing</p> <p>Deeper thinking: How does where you are born affect your chances of success in life?</p> <p>IS AI ever a bad thing?</p>
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Year 6 RSE and PSHE Curriculum Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help
Black History Month Martin Luther King: Sacrificing all for The Dream Scapegoat Brexit (2 parts)	Your Amazing Brain: Becoming a Resilient Learner Turning Problems Around Dilemmas Cultural diversity in the UK	Using Statistics to Understand Our World How should we farm? Internet Deceivers Fake news	Righting Wrongs: Discrimination against Gay People Stressed Out Bullying: Prepare to Stand Up and Stand Out	Working For Peace Drug, Alcohol and The Law Rights & Responsibilities	Times of need Hygiene During Puberty Year 6 Transition Topics for Discussion: Mind Maze
Sense of identity and self esteem Commitment to social justice and equity. Peace and conflict	Ability to manage complexity and uncertainty Communication Esteem Belief people can bring about change	Social justice and equality Power and governance Informed and reflective action Peace and conflict Human rights	Identity and diversity Social justice and equality Peace and conflict Human rights	Social justice and equality Power and governance Peace and conflict Human rights	Social justice and equality Power and governance Human rights

<p>Respect for people & human rights Value diversity Belief people can bring about change Communication Informed and reflective action Commitment to participation and inclusion Response to uncertainty Power and governance</p> <p>Cross Curricular: history Literacy</p> <p>Writing opportunities: adding positive/negative captions to photos - power of media Historic recounts</p> <p>Deeper thinking: Is there ever truth to a stereotype? Can it ever be a positive thing? Can it be fair for a leader to go against what a democracy has voted for?</p>	<p>Commitment to social justice and equality Respect for people & human rights Informed and reflective action</p> <p>Cross Curricular: Science - the brain History</p> <p>Writing opportunities: Acrostic poems Advice writing Life lists</p> <p>Deeper thinking: What would life be like if you never made a mistake? How can you view a 'problem' in a positive light? Is it always possible to see positive in a problem?</p>	<p>Commitment to inclusion and participation Response to uncertainty</p> <p>Cross Curricular: Maths - statistics Art ICT</p> <p>Writing opportunities: Did you know? Posters Titanic recounts Internet safety leaflets</p> <p>Deeper thinking: Can you always trust statistics? How might the way in which they are presented influence your view or opinion?</p>	<p>Self awareness and reflection Informed and reflective action Commitment to inclusion and participation</p> <p>Cross Curricular: History Literacy Speaking Art - expressing feelings</p> <p>Writing opportunities: Poems about the power of words Campaigns Biographies of famous people who are gay Metaphors</p> <p>Deeper thinking: How can we prevent bullying? Why do some people bully?</p>	<p>Self awareness and reflection Informed and reflective action Commitment to inclusion and participation</p> <p>Cross Curricular: Geography History Literacy</p> <p>Writing opportunities: Debate - should cannabis be legalised/alcohol legal or illegal</p> <p>Deeper thinking: Is there hope of positivity in every situation? What is your role/responsibility in promoting peace? Is it ever right to take drugs? Should it be illegal?</p>	<p>Self awareness and reflection Informed and reflective action Commitment to inclusion and participation</p> <p>Cross Curricular: DT Maths Literacy</p> <p>Writing opportunities: Informative writing - how to prepare for High School Debate - moral issues</p> <p>Deeper thinking: Is there a right and wrong answer to moral issues? Who gets the ultimate say on what to do with these problems?</p>
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Curriculum Skills and Progression Map

