

Curriculum Skills and Progression

PSHE



Nebula
where stars are born



The Nebula Federation

White Woman Lane Junior School

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
Human Rights	<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 ...			
	KS1	Lower KS2	Upper KS2
Self-awareness and reflection	<ul style="list-style-type: none"> recognise effects of own behaviour on others and use this to help make choices identify matters that are important to self and others learn from mistakes and use feedback 	<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"> participate in discussions about issues that affect self, others and the wider world state opinions and start to give reasons for these listen carefully to others 	<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"> play and work cooperatively help to ensure that everyone in own group is included begin to show tact and diplomacy 	<ul style="list-style-type: none"> work cooperatively to solve problems or achieve goals use strategies to manage anger, frustration and aggressive feelings 	<ul style="list-style-type: none"> take on different roles in group work employ effective strategies for repairing damaged relationships

		<ul style="list-style-type: none"> • use knowledge of others' viewpoints to resolve problems and compromise 	
Ability to manage complexity and uncertainty	<ul style="list-style-type: none"> • describe feelings about changes in own life and locally 	<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
Informed and reflective action	<ul style="list-style-type: none"> • contribute actively and constructively to the life of own class and school • take action when something is unfair 	<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

Curriculum Map – PSHE			
Attitudes – Pupils have ...			
	KS1	Lower KS2	Upper KS2
Sense of identity and self-esteem	<ul style="list-style-type: none"> sense of belonging and valuing of relationships with others awareness of, and pride in, own individuality 	<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
Commitment to social justice and equity	<ul style="list-style-type: none"> willingness to stand up and speak up for others fairness in dealings with others 	<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
Respect for people and human rights	<ul style="list-style-type: none"> respect for other people’s feelings and ideas respect for the rights of others belief that everyone has equal rights 	<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
Value diversity	<ul style="list-style-type: none"> valuing others as equal and different willingness to listen respectfully to the ideas and views of others even when one disagrees 	<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

	<ul style="list-style-type: none"> willingness to learn from the experiences of others 		
Commitment to participation and inclusion	<ul style="list-style-type: none"> willingness to participate in activities both inside and outside of the classroom belief that that everyone should be included and able to participate 	<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
Belief that people can bring about change	<ul style="list-style-type: none"> belief that people can make a difference, both on their own and when they work together 	<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

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 gogivers topics and lessons. Lessons are likely to take more than one session.

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 childrens' thoughts and responses.

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
Refugees: The Strangers (KS1) Going for Goals: Mo Farah Generosity: To Give is to Receive (KS1)	Peer Pressure: It's Your Choice Tongue: The Power of Words (KS1) The Earth in Our Hands	Mediation: Resolving Conflict Gifts and Opportunities Name Calling: Sticks and Stones (KS1) Care for the Elderly: The Grey Years	Children's Needs: Roots and Wings Animal Care: Creature Kindness Chicken Soup (KS1) Conscience Corridor	Invaders and Settlers: Coming to Britain Emergency Clear Thinking Proverbs and more Famous Philanthropists	Water: Our Most Precious Resource Bulling: I Won't Be Made to Feel Bad (KS1) The Golden Statue (KS1) The Clown God (KS1)

Go-Givers Community Centre					
<p>Understanding feelings Respect for others Generosity Giving Determination</p> <p>Cross Curricular: History - refugees. Geography - refugees; where do they come from?</p> <p>Writing Opportunities: Informative texts around refugees</p> <p>Deeper Thinking: What does generosity look like?</p>	<p>Peer pressure Choice Pants Responsibility Vocab safety</p> <p>Cross Curricular: Science - terminology for body parts, habitats for responsibility of our planet.</p> <p>Writing Opportunities: Persuasive writing - posters to help look after the Earth.</p>	<p>Giving Charity Bullying Breathing Relationship Families Friends Calm Meditating</p> <p>Deeper Thinking: Are we all equal?</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: Informative writing on how to care for animals.</p> <p>Deeper Thinking: Is it ok to have different beliefs?</p>	<p>Relocating Immigrants Emergency First aid 999 Emergency services Police Ambulance Fire marshalls Safety Proverbs Generosity</p> <p>Cross Curricular: History and Geography - settlers and life. History/Geography- Proverbs and philanthropists</p> <p>Writing Opportunities: Non-chronological reports - Philanthropists and settlers. Creative writing for own proverbs.</p> <p>Deeper Thinking: Who is responsible for looking after the world?</p>	<p>Bullying Feelings Empathy Differences Similarities STOP</p> <p>Cross Curricular: Science - water and water cycle. ICT- bullying online.</p> <p>Writing Opportunities: Informative posters on bullying.</p> <p>Deeper Thinking: I can ask anyone for help. Discuss.</p>

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
<p>The Golden Rule: Multi-Faith Values</p> <p>Gandhi: great Soul</p> <p>What Kind of Farming?</p> <p>Bereavement: Treasured Memories</p>	<p>Keeping Safe in Cyberspace</p> <p>The GAP Exposed: Child Labour</p> <p>Using Talents: It's a Wind-Up</p>	<p>Homophobia: Respecting All Our Differences</p> <p>Valentine's Day</p> <p>There's No Place Like Home</p> <p>Inspiring Stories: Young Fundraisers & Campaigners</p>	<p>Saving the Rainforest</p> <p>Climate and Farming</p> <p>Disaster: Quake</p> <p>Respect</p>	<p>Family Break Up: My Mum Doesn't Live Here Anymore</p> <p>Fairtrade: Have a Banana</p> <p>Equal Opportunities</p> <p>The Gift of Sight</p>	<p>Microorganisms</p> <p>Charitable Giving Through History</p> <p>Obesity</p> <p>Mail</p>

<p>Emotions Empathy Stepping into each other shoes Respect Bereavement Memories Coping strategies Breathing</p> <p>Cross curricular: History-Gandhi, Geography - farming, Science - plants and farming</p> <p>Writing Opportunities: Diary writing - looking at emotions and events covered in children's lives.</p> <p>Deeper Thinking: Only one emotion can be felt at one time. Discuss.</p>	<p>Internet Safety Dark web Reporting Virus Emails Social media Uncertainty Sweatshops</p> <p>Cross curricular: ICT- staying safe online, History - child labour</p> <p>Writing Opportunities: Persuasive writing - for and against child labour.</p> <p>Deeper thinking: I can become whatever I want to be.</p>	<p>Differences Similarities Respect Homophobia/homophobia Gay Love Affection Rights Responsibilities Climate change Greta Thunberg</p> <p>Cross Curricular: History - Valentine's day</p> <p>Writing Opportunities: Persuasive posters for fundraisers, Speech writing campaigning.</p> <p>Deeper Thinking: Do all relationships look the same?</p>	<p>Responsibilities Deforestation Climate change Reduce, reuse, recycle (link to School Council) World problems Farming Drought Earthquakes Respect Fair trade</p> <p>Cross Curricular: School council, Science - rainforests, farming, habitats, Geography- natural disasters and forests.</p> <p>Writing Opportunities : Informative texts - posters for rainforests and quakes.</p> <p>Deeper Thinking: If I don't look after the planet, someone else will. Discuss.</p>	<p>Families Differences similarities Divorce Fair trade Farming Equality Fairness Vision</p> <p>Cross Curricular: Science/History - fair trade, farming</p> <p>Deeper Thinking: What is the relationship between decisions and consequences?</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, History - charitable giving across time.</p> <p>Writing Opportunities: Persuasive writing - charitable giving; a good or bad thing?</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
Nelson Mandela- Mary Seacole and Florence Nightingale Moral Values: When is Enough Enough? Diversity: Identities	Belonging to Groups The Power of Laughter Disasters: Prevention is Better than Cure Understanding Cancer	Jealousy: The Green Eyed Monster Magna Carta Heavyweight Punching: Muhammad Ali Pollution: Cleaning Up Our Air	What are human rights? Culture: The Roma For and Against: Where Do You Stand? Why Do We Pay Taxes?	Strong Societies Rights and Responsibilities: Getting the Balance Right Healthcare: Improving Life Chances Democracy The Right to Education	Times of Need AI: Artificial Intelligence Oil Disaster in the Gulf of Mexico Celebrating the NHS

<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, civil rights, womens' rights Geography</p> <p>Writing opportunities: Poetry (Mandela) is planned in. Diary writing.</p> <p>Deeper thinking: 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>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 all groups good/bad in everyone's opinion?</p> <p>Is there a need to take risks? When? Why?</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>Deeper thinking: Can jealousy or envy be healthy emotions? How can they be chanelled into positivity?</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 Writing letters/persuasive adverts or/against an argument</p> <p>Deeper thinking:</p>	<p>Commitment to social justice and equity Respect for people & human rights Value diversity, Human rights 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 Writing opportunities: Recounts, news reports, persuasive writing, Interpreting data about healthcare</p> <p>Deeper thinking: 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</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 Factual writing</p> <p>Deeper thinking:</p>
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		When/how can negativity be used for the 'greater good'?	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?	for us to use it to improve our own quality of life? Nobody is forced to vote but is it wrong to not do so?	How does where you are born affect your chances of success in life? IS AI ever a bad thing?
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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
Martin Luther King: Sacrificing all for The Dream Scapegoat Hard Times	Your Amazing Brain: Becoming a Resilient Learner Child Slavery: All For Profit	Using Statistics to Understand Our World The Food Shortage	Righting Wrongs: Discrimination against Gay People Stressed Out	Working For Peace Drug, Alcohol and The Law	The Benefits System Hygiene During Puberty Year 6 Transition

Brexit	Turning Problems Around Tricky Topics	Internet Deceivers International Trade After Brexit	Bullying: Prepare to Stand Up and Stand Out	Rights & Responsibilities: Freedom!	Topics for Discussion: Mind Maze
<p>Sense of identity and self esteem Commitment to social justice and equity. Peace and conflict 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</p>	<p>Ability to manage complexity and uncertainty Communication Esteem Belief people can bring about change 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>Social justice and equality Power and governance Informed and reflective action Peace and conflict Human rights 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>Identity and diversity Social justice and equality Peace and conflict Human rights 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</p>	<p>Social justice and equality Power and governance Peace and conflict Human rights 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>Social justice and equality Power and governance Human rights 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>Historic recounts</p> <p>Deeper thinking: Is there ever truth to a stereotype? Can it ever be a positive thing?</p> <p>Can it be fair for a leader to go against what a democracy has voted for?</p>	<p>Deeper thinking: What would life be like if you never made a mistake?</p> <p>How can you view a 'problem' in a positive light? Is it always possible to see positive in a problem?</p>	<p>Deeper thinking: Can you always trust statistics?</p> <p>How might the way in which they are presented influence your view or opinion?</p>	<p>Campaigns Biographies of famous people who are gay Metaphors</p> <p>Deeper thinking: How can we prevent bullying?</p> <p>Why do some people bully?</p>	<p>Deeper thinking: Is there hope of positivity in every situation?</p> <p>What is your role/responsibility in promoting peace?</p> <p>Is it ever right to take drugs? Should it be illegal?</p>	<p>Deeper thinking: Is there a right and wrong answer to moral issues?</p> <p>Who gets the ultimate say on what to do with these problems?</p>
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