

MALVERN PRIMARY SCHOOL

**PSHE ANNUAL CURRICULUM PLAN based on our school values of TRUST, RESPECT, AMBITION AND COURAGE.
TO CONTRIBUTE TO CHILDREN'S SOCIAL, MORAL, SPIRITUAL & CULTURAL DEVELOPMENT**

	1	2	3	4	5	6
VALUE	TRUST	RESPECT	→	AMBITION	COURAGE	CHANGES
YEAR 1	<p style="text-align: center;">OUR CLASS CHARTER Making the right behaviour choice Trying our best</p> <p style="text-align: center;">PEOPLE WE TRUST Family focus</p>	<p style="text-align: center;">FRIENDS What is a good friend? Playing & Learning cooperatively</p>	<p style="text-align: center;">RESPECT FOR OURSELVES What Healthy Food choices can I make?</p>	<p style="text-align: center;">GOALS What am I good at? to recognise and celebrate their strengths and set simple but challenging goals</p>	<p style="text-align: center;">HOW AM I FEELING? good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</p>	<p style="text-align: center;">HEALTHY BODIES Keeping our bodies healthy the importance of and how to maintain personal hygiene</p>
YEAR 2	<p style="text-align: center;">OUR CLASS CHARTER how to contribute to the life of the classroom <input checked="" type="checkbox"/> to help construct, and agree to follow, group and class rules and to understand how these rules help them</p> <p style="text-align: center;">PEOPLE WE TRUST IN OUR COMMUNITY →</p>	<p style="text-align: center;">FAMILIES & PEOPLE WHO CAN HELP ME Who is special to me? Who cares for me? Community Visitor eg CSO, Fire Service, School Nurse</p>	<p style="text-align: center;">RESPECT FOR OURSELVES How can I keep safe? E-Safety Household Substances Rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults secrets)</p>	<p style="text-align: center;">FAMOUS PEOPLE Give children a selection of famous people from a cross section of society – historical and current Choose one – map out their journey to 'fame' and achievement What were their challenges and successes?</p>	<p style="text-align: center;">CHANGE & LOSS Feelings linked with Moving Home / losing toys, friends or a pet</p>	<p style="text-align: center;">GROWING OLDER about the process of growing from young to old and how people's needs change <input type="checkbox"/> about growing and changing and new opportunities and responsibilities that increasing independence may bring <input type="checkbox"/> the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</p>

<p>YEAR 3</p>	<p>OUR CLASS CHARTER Making the right behaviour choice Trying our best how to contribute to the life of the classroom ☑ to help construct, and agree to follow, group and class rules and to understand how these rules help them</p> <p>TRUSTING MYSELF What is Trust? Having confidence in myself to follow our class charter</p>	<p>LIVING TOGETHER</p> <p>What is Racism? to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)</p>	<p>RESPECT FOR OUR WORLD</p> <p>What is Pollution? How can I recycle? that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</p>	<p>WHAT IS AMBITION?</p> <p>What does it mean to be 'Ambitious'?</p> <p>Children can talk to parents / grandparents</p> <p>Parents to visit class and talk to children about their ambitions growing up</p> <p>What are my achievements? How might they help me achieve my ambitions?</p>	<p>NEVER GIVE UP!</p> <p>What is Perseverance? Learning to fail and try again What does success feel like?</p>	<p>LOOKING AFTER MYSELF</p> <p>Hygiene Sun Safety Dental Care</p>
<p>YEAR 4</p>	<p>OUR CLASS CHARTER Making the right behaviour choice Trying our best how to contribute to the life of the classroom ☑ to help construct, and agree to follow, group and class rules and to understand how these rules help them</p> <p>TRUSTING MY FRIENDS AND PEERS When to Trust and when to Question?</p>	<p>EQUALITY</p> <p>What does 'Equality' mean? Bullying Explore different types how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p>	<p>RESPECT FOR OUR COMMUNITY</p> <p>What being part of a community means, and about the varied institutions that support communities locally and nationally To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities</p>	<p>CELEBRATE!</p> <p>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p>	<p>EMOTIONS</p> <p>How can I describe my feelings?</p> <p>Extending our 'feelings vocab'</p> <p>Coping with Separation / Divorce / Bereavement</p>	<p>HEALTHY CHOICES</p> <p>Healthy Eating Physical & Emotional Wellbeing</p>

<p>YEAR 5</p>	<p>OUR CLASS CHARTER Making the right behaviour choice Trying our best how to contribute to the life of the classroom <input type="checkbox"/> to help construct, and agree to follow, group and class rules and to understand how these rules help them</p> <p>TRUST IN THE SYSTEM What is Democracy? Why do we need to respect others views and abide by set rules and laws? What could happen if we don't?</p>	<p>RELATIONSHIPS What makes a positive, healthy relationship? Different types of relationship</p>	<p>CHOICES How can I stay safe online? E-Safety / Bullying Recognising, Predicting and assessing Risk</p>	<p>AIM HIGH! What is a role model?</p>	<p>MAKING THE RIGHT CHOICE which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</p>	<p>HOW THE BODY CHANGES Puberty</p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p>
<p>YEAR 6</p>	<p>YOUNG CITIZENS Our Class Charter House Captain / Prefect Elections School Council Elections Role of Councillors</p>	<p>DIVERSITY What does it mean to be British?</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom <input type="checkbox"/> to think about the lives of people living in other places, and people with different values and customs</p> <p>RIGHTS & RESPONSIBILITIES</p>	<p>PERSONAL SAFETY Drug Awareness Alcohol Misuse E-Safety 'Prevent' awareness (use www.preventforschools.org)</p>	<p>MY FUTURE What career am I aiming for?</p> <p>Looking after my money: about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer <input type="checkbox"/> to develop an initial</p>	<p>BE STRONG Making the right choice Dealing with Positive & Negative Influence of others: Gangs The courage to say NO!</p>	<p>TRANSITION – MOVING ON Prepare for Change</p>

		Rules and Laws Democracy Parliament		understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) Jobs and Employment		
WHOLE SCHOOL FOCUS / WEEKS		ANTI-BULLYING WEEK Friendships Bullying E-Safety	INTERNET SAFETY DAY			FIT FOR LIFE Sports Day Wellbeing Cookery Healthy Eating
ASSEMBLY FOCUS	TRUST School Rules / Class Charters School Safety Setting Targets	RESPECT Armistice Day Anti-Bullying Black History Month	e-Safety Attendance Economic Wellbeing Keeping Safe	AMBITION Setting goals Aiming high Role models	COURAGE Making the right choice Friendship Families	CHANGES Activities Outside School Moving On

The PSHE Curriculum was based on the PSHE Association's Programme of Study and also incorporates the teaching and discussion around British Values; additional safeguarding issues such as Child Sexual Exploitation, gang culture and the Prevent Duty.