



Corporation Road Community Primary School

PSHE LTP

We have chosen six key themes which are colour-coded to give an ‘at a glance guide’ in order to demonstrate how the spiral curriculum develops throughout Key Stages 1 & 2 – it is recognised that these themes overlap.						
End Points						
<u>Rights and Responsibilities</u> For children to understand that they have a role within their local and wider community and to know that, as citizens, we can work together to make the world a better place. For children to develop the necessary knowledge and skills to become good citizens, being aware of their own mental health and wellbeing as well as the mental health and wellbeing of others. Children will know that they have rights and know how to protect them.			<u>Feelings and Friendship</u> Children will be able to communicate and manage their own feelings as well as respond to a wide range of feelings in others. Children will know what constitutes healthy relationships and will have strategies to deal with negative things if/when they arise. Children will know that relationships and families can be diverse and that the important part is that they are positive and healthy. Children will have an understanding of how our bodies change, feelings which may arise and how to cope with these emotions as well as how to keep themselves clean.			
<u>Money</u> Children will understand what money is and the role it plays in their own and other’s lives. Children will know and have experience of how they can work with others to plan and reach given goals when raising money e.g. for school or charity.			<u>Safety and risk</u> Children will have skills and strategies which they will be able to use to keep themselves safe in school, at home, in the local and wider community as well as online. Children will know a range of people who can help to keep them safe and how they can communicate any concerns to them.			
<u>Health</u> Children will know what contributes to a healthy lifestyle and how to have a positive impact on their physical, mental and emotional health. Children will know the importance of making healthy choices as well as having a balanced diet.			<u>Identity</u> For children to have a clear sense of their own identity. Children will understand that we all have similarities and difference which make us unique. Children will have an understanding of what it means to belong to a community and that we belong to a diverse community.			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Diversity	Following Rules	Being Fair	Being Honest	Being Responsible	Transition School readiness and transition visits.
	Feelings and Emotions					
	Staying Healthy					
	Manners and Routines					
Reception	Making Friends Taking turns; sharing; circle games; listening; feelings	Following Rules Taking turns; sharing circle games; Lola (listening)	Being Fair Taking turns; sharing; circle games; listening	Being Honest Taking turns; sharing; circle games; listening	Being Responsible Taking turn; sharing; circle games; listening	
	People Who Help Us	We are unique and special				
Year 1/2A	How do we decide how to behave? Class and school rules; belonging to different groups and communities; feelings and bodies can be hurt; behaviour; responding to the behaviour of others	How do we feel? Different kinds of feelings; communicating feelings; responding to the feelings of others.	What makes us special? Celebrate strengths and set challenging goals; growing up and how needs change; gaining independence; naming the main parts of the body (including external genitalia); identify their special people; ways they are all unique; ways in which we are the same		How can we be healthy? What is and how to maintain a healthy lifestyle; making healthy, informed choices	How do we keep safe? People who look after them; how to get help; their responsibility for keeping themselves and others safe
Year 1/2B	How can we help? School and class rules and their importance; respecting own and other’s rights and needs; privacy; listening to and supporting others; looking after the environment	How do we show our feelings and what is bullying? Change and loss; physical contact and inappropriate touch; teasing and bullying	How can we keep clean? Importance of and how to maintain personal hygiene; how to prevent diseases spreading	What is the same and different about us? Sharing opinions and views; identify and respect similarities and differences	What can we do with money? Where money comes from; spending; saving; keeping money safe	How can we keep safe in different places? People who look after them; how to get help; household products; rules for keeping safe in different places; secrets and surprises
Year 3/4A	What are the rules that keep us safe? Importance of school rules for health and safety; hygiene routines; appropriate and inappropriate touch; how to respond; keeping safe in the local environment; how to get help in an emergency; people who help us stay safe	Year 3: How can we describe our feelings? Wider range of feelings; conflicting feelings; describing feelings; feelings associated with change; recognising a wider range of feelings in others; responding to other’s feelings	What are we responsible for? Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others	How can we eat well? What makes a balanced lifestyle; balanced diet; making choices; what influences choices	What can we do about bullying? Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe	What jobs would we like? What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets
	How can we be a good friend? Link to following school and class rules; recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation compromise; resolving differences; feedback	Year 4: How do we grow and change? Changes that happen during puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; what makes a healthy relationship (friendship ask for advice	What is diversity? Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes	How can we stay safe online and when using social media? Keeping safe when using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries	What makes us enterprising? Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society	How can we keep safe in our local area? Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay safe and healthy
Year 5	What does discrimination mean? Link to following school and class rules; actions can affect self and others; discrimination; teasing and bullying; stereotypes; differences and similarities between people; equalities	How do we grow and change? Changes that happen during puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; maintaining positive relationships; who is responsible for their health and wellbeing	What makes a community? Meaning of being in a community; groups and individuals that support the local community; voluntary community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world	What are healthy choices? What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay safe and healthy	How can we manage our money? About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality	How can we manage risk? Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing request for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours
	What are human rights? Link to following school and class rules (responsibilities); why and how are laws made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence	How do we grow and change? Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; maintaining positive relationships; who is responsible for their health and wellbeing; ask for advice	What makes a healthy and happy relationship? Different relationships; what makes positive, healthy relationships; recognise when relationships are unhealthy; committed, living relationships (including marriage and civil partnerships); human reproduction		How can money affect us? Finance and its role in people’s lives; being a critical consumer; what it meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues	How can we stay healthy? What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for health and wellbeing