



Castleside Primary School & Nursery

PSHCE Long Term Planning

Our curriculum was designed with the pupils at the centre. We took time to look at the local community and the factors affecting our children every day in their home lives. Through this analysis, we were able to identify challenges that our children may need to overcome in the short and long term. Our curriculum addresses these and ensures that they have the best possible opportunities and outcomes for the future. This is a new curriculum at Castleside. It will be reviewed in the summer term before writing year 2 of the cycle.

| Reception/Year 1 | | | |
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| Term | Key Question | Knowledge | Vocabulary |
| Autumn 1 | What is the same and different about us? Article 2 | <ul style="list-style-type: none"> what they like/dislike and are good at what makes them special and how everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private | Like, dislike, unique, special, positive, negative, same, different, private, vagina, penis, safe |
| Autumn 2 | Who is special to us? Article 13 | <ul style="list-style-type: none"> that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features - what is the same and different about them about different features of family life, including what families do/enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried | Family, friends, group, parent, grandparent, carer, auntie, uncle, cousin, nephew, niece, special, feelings, emotions, differences, unique, safety, safe |
| Spring 1 | What helps us stay healthy? Article 24 | <ul style="list-style-type: none"> what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) | Healthy, physical health, emotional |

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| | | <ul style="list-style-type: none"> • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing | <p>health, diet, feelings, energy, vaccination, immunisations, medicine, safe, hygiene, germs, clean, dirty, routine</p> |
| Spring 2 | <p>What can we do with money? Article 26</p> | <ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this | <p>Value, work, earn, saving, decision, bank, save, savings, fair</p> |
| Summer 1 | <p>Who helps to keep us safe? Article 2</p> | <ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say | <p>Community, help, safe, role, job, help, helpful, respond, feelings, worried, upset, unsure, nervous, emergency, emergency services, accident, accidental</p> |
| Summer 2 | <p>How can we look after each other and the world? Article 12</p> | <ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old | <p>Emotions, feelings, stomach, kind, unkind, cooperate, fair, together, responsibility, rights, care, environment,</p> |

| | | how to manage change when moving to a new class/year group | local, global, environmental |
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| Year 2/Year 3 | | | |
| Term | Key Question | Knowledge | Vocabulary |
| Autumn 1 | What makes a good friend? Article 2 | <ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy | Feelings, emotions, friendships, positive, negative, lonely, worried, nervous, kind, generous, resolve, help, support |
| Autumn 2 | What is bullying? Article 2 | <ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so | Action, responsibility, rights, emotions, feelings, worried, upset, sad, nervous, scared, happy, joyful, appreciated, physical, contact, touch, appropriate, comfortable, uncomfortable, bullying, several, on purpose, purposeful, sharing, share, emotional |
| Spring 1 | What jobs do people do? Article 26 | <ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life | Money, value, earn, job, support, career, community, support, strengths, weaknesses, interests, unique, different, technology, |

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| | | | internet, online, digital, e-safety |
| Spring 2 | What helps us stay safe? Article 6 | <ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them | Rules, regulations, charter, safe, safety, danger, sign, symbol, risk, unsafe, familiar, unfamiliar, online, offline, community, safe, uncomfortable, trust, trustworthy, Hector, CEOP, share, stranger, danger, trust, concern |
| | | <ul style="list-style-type: none"> • NSPCC - Pants are private | Vagina, penis, private |
| Summer 1 | What helps us grow and stay healthy? Article 24 | <ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun | Healthy, physical, mental, rest, sleep, active, movement, energy, fit, lifestyle, sugar, teeth, decay, active-30, screen-time, outdoors, sunburn, sun protection |
| Summer 2 | How do we recognise our feelings? Article 13 | <ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour | Feelings, emotions, different, experiences, change, stomach, worries, big feelings, little feelings, trust, help, support |

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| | | <ul style="list-style-type: none">• ways to manage big feelings and the importance of sharing their feelings with someone they trust• how to recognise when they might need help with feelings and how to ask for help when they need it | |
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| Year 4 | | | |
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| Term | Key Question | Knowledge | Vocabulary |
| Autumn 1 | How can we be a good friend? Article 2 | <ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support | Wellbeing, mental health, impact, excluded, support, strategies, fair, respect, respectful, considerate, consequences, tolerance, understanding, resolution, resolve, difference, comfortable, uncomfortable |
| Autumn 1 | How do we treat each other with respect? Article 2 | <ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) • the rights that children have and why it is important to protect these • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) - how to report concerns | Behaviours, consequences, feelings, online, offline, reporting, responsibility, privacy, safety, e-safety, discrimination, physical, emotional |

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| Autumn 2 | <p>What keeps us safe? Article 2</p> | <ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services | <p>Hazard, injury, safety, protection, law, permission, peer pressure, support, hygiene, health, emergency</p> |
| Spring 1 | <p>What are families like? Article 9</p> | <ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe | <p>Family, similar, different, unique, tolerance, understanding</p> |
| Spring 2 | <p>What makes a community? Article 15</p> | <ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them | <p>Community, groups, family, diverse, diversity</p> |

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| Summer 1 | <p>Why should we eat well and look after our teeth? Article 24</p> | <ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care | <p>Healthy, eat-well, balanced diet, diet, oral, hygiene, carbohydrate, protein, sugar, fats</p> |
| Summer 2 | <p>Why should we keep active and sleep well? Article 24</p> | <ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried | <p>Mental health, physical health, influence</p> |

Year 5/Year 6

| Term | Key Question | Knowledge | Vocabulary |
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| Autumn 1 | <p>How can drugs common to everyday life affect health? Article 24</p> | <ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use | <p>Drugs, smoking, alcohol, nicotine, caffeine, energy drinks, health, wellbeing, legal, illegal, age restrictions, habit, addiction, support</p> |
| Autumn 2 | <p>How can we keep healthy as we grow? Article 24</p> | <ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside of school | <p>Mental health, physical health, exercise, balanced, habit, healthy, unhealthy, FGM</p> |

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| | | <ul style="list-style-type: none"> • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support • that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else | |
| Spring 1 | How can we help in an accident or emergency? Article 24 | <ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions · that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency service | First aid, mental first aid, emergency |
| Spring 2 | How can friends communicate safely? Article 27 | <ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety | Relationship, healthy, unhealthy, positive, negative, influence, e-safety, online safety, offline, risk, hazard, danger, consent, approval |
| Summer 1 | What jobs would we like? Article 26 | <ul style="list-style-type: none"> • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university | Ambition, university, college, degree, a levels, GCSE, vocation, apprentice, apprenticeship, qualification, college, |

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| | | <ul style="list-style-type: none"> • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions | sixth form, career, job, stereotype |
| Summer 2 | <p>What will change as we become more independent? How do friendships change as we grow? Article 6</p> | <ul style="list-style-type: none"> • different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood • <i>about the reproductive organs and process - how babies are conceived and born and how they need to be cared for (year 6 only)</i> • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • <i>how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing (year 6)</i> | Relationship, healthy, unhealthy, intimate, romantic, safe, gender, ethnicity, race, puberty, vagina, penis, baby, toddler, infant, child, adolescent, young adult, elderly, born, death, change, hormones, testosterone |