

The following document demonstrates how the PSHE Primary Curriculum at Coleham Primary School prepares our pupils for life beyond school. This document maps the Careers-Related Learning opportunities provided in our 1Decision PSHE Programme.

The statements below show how our pupils are able to become confident members of the work place. By engaging in our PSHE/RHSE curriculum, our pupil will learn the necessary skills needed to be: happy, reliable, responsible, professional, organised and flexible.

Our curriculum aims to develop our pupils: interpersonal, team work and leadership skills as well as develop their communication, listening and emotional intelligence.

We believe that through the delivery of our curriculum, our pupils will grow into resilient, critical thinkers who can problem solve whilst always demonstrating the upmost integrity.

EYFS

<p>EYFS Friendship</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others’; Negotiate space and obstacles safely, with consideration for themselves and others; Talk about the lives of the people around them and their roles in society; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p>
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Key Stage One

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 1 Kindness</p>	<p>To understand what I need to keep safe from and to recognise what may put me or others at risk. To understand the differences between safe and risky choice and to</p>	<p>To understand computers, the internet, and rules to keep safe and to understand how your online activity can affect others. To be able to identify the positives and negatives of</p>	<p>To know the difference between pleasant and unpleasant emotions and learn a range of skills for coping with unpleasant/uncomfortable emotions.</p>	<p>To understand what we are responsible for and to recognise how responsibilities will change as we grow. To know how you can help people around you and to understand the</p>	<p>To understand how we care for others.</p>	<p>To understand how to be a good friend and to recognise kind and thoughtful behaviours To understand the importance of caring about other people’s feelings and to see a</p>

	know different ways to help us stay safe.	using technology and know who and how to ask for help.		types of things you are responsible for. To be able to recognise the differences between being responsible and being irresponsible. To be able to name potential dangers in different environments. To be able to name dangers that can affect others.		situation from another person's point of view. <u>To be able to show my knowledge of fire safety to others and to practise simple ways of staying safe and finding help.</u> <u>To understand the importance of being responsible and how our actions/choice can affect others.</u>
Year 2 Honesty	Know rules to keep yourself and others safe. Understand the differences between safe and risky choice.	To understand why we should care and why it is important to care about other people's feelings. To be able to see and understand bullying behaviours and know how to cope with these bullying behaviours. To be able to see a situation from another person's point of view.	To understand the importance of trying hard and not giving up. To be able to see the benefits of practising an activity or sport. To be able to learn ways to set goals and work to reach them. To know the difference between pleasant and unpleasant emotions. To learn a range of skills for coping with unpleasant/uncomfortable emotions.	To understand why we should look after living things and to identify how we can look after living things both inside and outside of the home. To recognise why it is important to keep our communities and countryside clean and to encourage others to help keep their communities and countryside clean. To be able to name potential dangers in different environments To be able to name dangers that can affect others.	To understand different ways, we can receive money and know how to keep money safe. To be able to describe the skills you may need in a future job or career be able to recognise the differences between wants and needs. <u>To be able to show my knowledge of fire safety to others and practise simple ways of staying safe and finding help.</u> <u>To understand the importance of being responsible and how our actions/choice can affect others.</u>	To understand how your online actions can affect others and to name the positive and negative ways you can use technology. To know the risks of sharing images without permission and understand the types of images that you should and should not post online. To understand how your online activity can affect others To be able to identify the positives and negatives of using technology and know who and how to ask for help. To be able to list rules for keeping and staying safe

Keeping/Stay safe, Keeping/Staying Healthy, Relationships, Being Responsible, Feelings and Emotions, Computer Safety, Our World, Hazard Watch, Fire Safety

Key Stage Two

Lower Key Stage Two

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Co-operation	<p><u>To be able to show my knowledge of fire safety to others and practise simple ways of staying safe and finding help.</u></p> <p><u>To understand the importance of being responsible and how our actions/choice can affect others.</u></p>	<p>To know why it is important to care about other people’s feelings.</p> <p>To understand personal boundaries.</p> <p>To know who and how to ask for help.</p>	<p>To know the difference between pleasant and unpleasant emotions and to learn a range of skills for coping with unpleasant/uncomfortable emotions.</p> <p>To recognise how we can help look after our planet and to be able to identify how to reduce the amount of water and electricity we use.</p> <p>To understand how we can reduce our carbon footprint.</p>	<p>know ways to keep yourself and others safe and to recognise risky situations.</p> <p>To understand the differences between safe and risky choices.</p> <p>To be able to recognise a range of warning signs and spot the any dangers.</p> <p>To be able to understand ways we can keep ourselves and others safe and to know the differences between safe and risky choices.</p> <p>To know how to keep safe in online and be able to name the positives and negatives of using technology.</p> <p>To understand the difference between safe and risky choices online.</p>	<p>To know why it is important to care about other people’s feelings and understand personal boundaries.</p> <p>To know who and how to ask for help.</p>	<p>To be able to name potential dangers in different environments.</p> <p>To be able to name dangers that can affect others.</p>
Year 4 Respect	<p>To recognise the key values that are important in positive online relationships.</p> <p>To identify the feelings and emotions that may arise from online bullying and develop coping strategies to use if we or</p>	<p>To identify how relationships can be healthy or unhealthy.</p> <p>To explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable.</p>	<p>To describe how we can support others who feel lonely, jealous, or upset.</p> <p>To recognise that we can choose how we act on our emotions and understand that our choices and actions can affect</p>	<p>To recognise the importance of behaving in a responsible manner in a range of situations.</p> <p>To describe a range of situations where being on time is important.</p>	<p>To recognise positive attributes in others and explain why being different is okay.</p> <p>To recognise your own strengths and goals, and understand that these may be different from those around you.</p>	<p>To identify ways in which we can help those who look after us.</p> <p>To explain the positive impact of our actions and to describe the ways in which we can contribute to our home, school, and community.</p>

	<p>someone we know is being bullied online. To identify how and who to ask for help.</p>		<p>ourselves and other people. To demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions.</p>	<p>To explain the importance of having rules. To describe ways that behaviour can be seen to be sensible and responsible.</p>	<p>To identify some of the ways we can overcome barriers and promote equality. What kind of judgements or opinions are.</p>	<p>To identify the skills we may need in our future job roles. To identify and name situations that may require first aid. To list reasons why someone may struggle to breathe and identify the signs of an asthma attack or choking. To identify the signs of an allergic reaction and anaphylactic shock. To understand the correct steps for seeking immediate emergency help. To provide first aid treatment to someone who is struggling to breathe.</p>
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Keeping/Stay safe, Keeping/Staying Healthy, Relationships/Growing and Changing, Being Responsible, Feelings and Emotions, Computer Safety, Our World/The Working World, Hazard Watch/The work Without Judgement, Fire Safety/First Aid

Upper Key Stage Two

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 Perseverance	<p>To identify strategies, we can use to keep ourselves and others safe and to explain the potential outcomes that may happen when we take risks.</p> <p>To recognise the impact and possible consequences of an accident or incident.</p>		<p>To recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people.</p> <p>To demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger.</p>	<p>To recognise why we should act when someone is being unkind.</p> <p>To describe caring and considerate behaviour, including the importance of looking out for others.</p> <p>To demonstrate why it is important to behave in an appropriate and responsible way.</p> <p>To identify how making some choices can impact others' lives in a negative way.</p>	<p>To identify some of the ways in which we are different and unique and explain some of the elements which help us to have a diverse community.</p> <p>To describe strategies to overcome barriers and promote diversity and inclusion.</p>	<p>To list reasons for sharing images online and identify rules to follow when sharing images online.</p> <p>To describe the positive and negative consequences of sharing images online recognise possible influences and pressures to share images online.</p> <p>To understand and explain why people might want to save money.</p> <p>To budget for items you would like to buy.</p> <p>To recognise ways to make money and the early stages of enterprise.</p> <p>To complete a primary survey for first aid.</p> <p>To demonstrate the recovery position for an unresponsive breathing casualty and to know when to deliver CPR, demonstrate how to do CPR and know when to call for emergency help.</p>
Year 6 Ambition	<p>To identify a range of danger signs and develop and name strategies that can help keep ourselves and others safe.</p>	<p>To identify the laws around consent.</p>	<p>To identify how we can reduce our feeling of worry and to explain how we can support others who feel worried.</p>	<p>To explain what consent means.</p> <p>To recognise the importance of being honest and not stealing</p>	<p>To list the key applications that we may use now and, in the future.</p>	<p>To know and understand various money-related terms and to recognise some of the ways in</p>

	<p>To recognise the impact and possible consequences of an accident or incident. To identify what is a risky choice and develop and recognise skills and strategies to keep safe.</p>		<p>To recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people.</p>	<p>and explain why it is important to have a trusting relationship. To identify how making some choices can impact others' lives in a negative way.</p>	<p>To identify ways to keep yourself and others safe in a range of situations online and offline. To understand that there are a wide range of religions and beliefs in the UK and to explain each of the British values. To create a range of values for your setting.</p>	<p>which we can spend money via technology. To describe the potential impact of spending money without permission and to identify strategies to save money. To identify a range of situations that may require first aid. To understand how to support someone with a minor or serious head injury, seizure, a severe bleed and to know when to call for medical help. To understand how to support someone with a minor burn or scald, heart attack, a fractured bone and know when to call for medical help.</p>
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