

PSHCE SCHEME OF WORK

This scheme of work has been reviewed and is delivered in line with legislation to deliver the fundamental British Values of Democracy

FOCUS WEEK - Citizenship

Year group	Theme of study	Teaching Aims)	Teaching Objectives	Specific Resources (To be completed by teachers as they teach the topic)
Nursery & Reception	Road safety <i>or</i>		Activities planned to all areas of the curriculum but particularly to promote learning objectives of the EYFS Personal, Social and Emotional Development	
	People who help us. (The police, Fire service, Ambulance service)		<p>To learn about the role of different people in the community who help us.</p> <p>To understand that police officers and other people who help us are members of the communities they serve.</p> <p>To know that that some people who help us wear uniforms.</p> <p>To know how to ask for help appropriately.</p> <p>To use word banks to develop vocabulary</p> <p>To listen to others with concentration, remembering s the basic roles of the police/others who serve.</p> <p>To understand about individual and collective responsibilities in relation to personal safety.</p> <p>To realise the importance of rules and how they help us in different situations.</p> <p>To know about different forms of communication and how they can be used.</p> <p>To develop skills to keep themselves safe and to know what to do in an emergency.</p>	
Year 1	Animals and us	2e 2e	<p>To know that all humans have needs.</p> <p>To know that all animals have needs.</p>	

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		2a	In group discussions, to take different views into account while developing their ideas.	
		2e	To know that pets need to be looked after.	
		1b	To organise their ideas into written sentences with a clear structure.	
		5a	To understand that all animals should be treated with respect that humans have a responsibility to ensure the well-being of animals, including mini-beasts.	
		2g	To develop ground rules for wildlife areas	
		2e	To know about the responsibilities humans have towards animals.	
		5e	To know about voluntary/charitable organisations and why we need them.	
		5c	To understand what a volunteer is	
		5g	To learn about the history and role of a local and/or national animal welfare organisation.	
		1a	To learn about what the chosen organisation does in relation to the problem of unwanted pets.	
		2c	To understand that it is important to think carefully about whether a particular pet will suit your lifestyle.	
		2b	To learn about different animal welfare issues and how these are presented in the media.	
		2a	To contribute ideas, discuss issues and listen to the views of others.	
Year 2	Living in a diverse world		To recognise and show respect for similarities and differences about identities and the things that contribute to our identity,	

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			<p>including our membership of different groups</p> <p>To take turns in speaking and to respond appropriately to others that all children have basic needs and rights as human beings, regardless of their gender, ethnicity, size, ability, etc</p> <p>To develop strategies to deal with prejudice, including racism, and to support others who encounter it.</p> <p>To learn about different communities, including family and school.</p> <p>To discuss and communicate their feelings and opinions about their communities.</p> <p>To recognise and respect diversity within their communities to work in pairs or small groups to share their views about different places, drawing on their own and others' experience.</p> <p>To devise an enquiry into life in another type of community that there are similarities, as well as differences, between communities in other parts of the world and our own.</p> <p>To find evidence that they live in an interdependent world that their actions affect themselves and others at a variety of levels, from a family/classroom level through to a global level.</p> <p>To reflect on what they have learnt about their identities, their communities and how places in the world are interdependent.</p> <p>To listen to and reflect on the words of others in the class</p>	
Year 3	Children's Rights, Human		<p>To understand the difference between wants, needs and rights.</p> <p>To learn about basic human rights.</p>	

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	Rights		<p>To understand that rights come with responsibilities and that their actions affect themselves and others.</p> <p>To understand why we should care about other people's feelings and to try to see things from their point of view.</p> <p>To qualify or justify what they think after listening to the to recognise what is fair and unfair and the difference between right and wrong.</p> <p>To use drama techniques to explore characters and issues.</p> <p>To realise that their choices of action affect themselves and others.</p> <p>To care about other people's feelings and to try to see things from their point of view.</p> <p>To understand the nature and consequences of racism, teasing, bullying and aggression, and how to respond and ask for help about human rights issues in the news, in other places and at other times in history.</p> <p>To understand that some people hold extreme views, that these may not be the views of the majority and that these can result in radicalisation and extremism.</p> <p>To listen to the views of others.</p> <p>To think about different kinds of responsibilities at home, at school and in the community, and know that these can sometimes conflict with each other.</p> <p>To think about working together to resolve conflict.</p> <p>To develop skills of participation and responsible action.</p> <p>To reflect on their learning, and to communicate what they have learnt to others.</p>	
Year 4	Respect – for property and		<p>To know that stealing is wrong.</p> <p>To understand that victims of crime may be affected in a</p>	

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	others (to include Racism)		<p>number of ways.</p> <p>To use their imagination to understand the experiences of others.</p> <p>To consider the consequences of shoplifting.</p> <p>To know about different crimes and the consequences of crime.</p> <p>To consider the consequences of lack of respect for school property.</p> <p>To respect property in the community.</p> <p>To reflect on the consequences of vandalism for different members of the community.</p> <p>To consider how resources are used and the implications for individuals and communities.</p> <p>To understand what Racism is.</p> <p>To understand what kinds of things do people do if they are being racist?</p> <p>To explore why people are racist?</p> <p>To explore why people, hold extreme views.</p> <p>To know what to do if you are being bullied because of your race.</p> <p>To develop respect for others particularly those with different needs and disabilities.</p> <p>To encourage particular regard to the protected characteristics set out in the Equality Act 2010.</p>	
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Year 5	How to rules and laws affect me?		<p>To learn about rules and laws and why they are needed.</p> <p>To understand about the importance of rules</p> <p>To learn about democracy and how they can take part in decision-making.</p> <p>To take turns in discussions.</p> <p>To vary their spoken contributions to suit the activity and its purpose.</p> <p>To learn about some of the laws that young people tend to break and why.</p> <p>To realise how a criminal record can affect an individual's future.</p> <p>To reflect on what they have learnt about rules and laws and to share this with others in the class.</p>	
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Year 6	National and local democracy		<p>To know why and how laws are made. To learn about different types of law. To learn about the role of Parliament and MPs. To contribute views and opinions to a debate. To deal with opposing points of view. To understand that not all people will agree with or hold the same views as ourselves. To learn who represents people in the community and how the representatives are chosen. To hear about the parish, town, city or county council - its role and organisation. To learn about what councillors do, including how they make decisions, and about the role of the mayor. To learn about the role of MPs in representing local people in Parliament. To research, discuss and debate a topical issue. To present a case for or against an issue in public and to vote on it. To reflect on their participation and experiences. To evaluate their speech and reflect on its effectiveness. To discuss and share what they have learnt with their peers and others in the school community.</p>	
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WEEKLY LESSONS

Year group	Theme of study	Teaching Aims	Teaching Objectives	Specific Resources
Nursery				
	No set themes followed		Daily circle times and adult directed activities are planned to cover objectives set out in the EYFS	

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Year group	Theme of study	Teaching Aims <i>(From the National Curriculum 2000 Framework for PSHE and Citizenship)</i>	Teaching Objectives	Specific Resources
Reception				
Term 1a	SEAL New beginnings		To develop a sense of belonging to their class To develop self-awareness Understanding my feelings but realise that it is not ok to behave in ways that hurt or upset others. To learn how to managing feelings and how to calm down To understanding the feelings of others. To develop social skills, taking turns and being kind. Understanding rights and responsibilities within the classroom	
Term 1b	SEAL Relationships		To understanding their feelings To managing their feelings To understanding the feelings of others To know how to make choices understanding what is fair and unfair	
Term 2a	SEAL Good to be me		To understand different feelings - excited, proud, surprised, hopeful, disappointed, worried and why and how feelings lead us to behave the way we do. To develop self-awareness – feeling good about myself, taking risks. To learn how to managing feelings – relaxing, coping with anxiety. To know how to standing up for oneself – assertiveness, standing up for my views.	

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Term 2b	SEAL Getting on and Falling out		<p>To understand how to develop friendships</p> <p>To know how to work together, share, take turns and ask for help</p> <p>To know how to manage feelings of anger</p> <p>To understand how to resolve conflict</p> <p>To understand when they and others are feeling angry</p>	
Term 3a	SEAL Goals		<p>To develop knowledge of oneself – things they are good at and like doing. Learning new things.</p> <p>To set personal realistic goals</p> <p>To know how to plan to reach a goal</p> <p>To develop persistence to achieve set goals.</p> <p>To evaluation achievements</p>	
Term3b	SEAL Changes		<p>To consider how they have changed during the year</p> <p>To consider feelings experienced and how they coped.</p> <p>To Understand the feelings of others and how they can help.</p> <p>To understand choice made and how they have contributed to their class and classroom making choices</p>	

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Year group Year 1	Theme of study	Teaching Aims <i>(From the National Curriculum 2000 Framework for PSHE and Citizenship)</i>	Teaching Objectives	Specific Resources
Term 1a	SEAL New beginnings		<p>To know that I belong to a community.</p> <p>To feel safe and content within my class.</p> <p>To feel good about the ways we are similar in the group and the ways we are different.</p> <p>To know how to make someone feel welcome.</p> <p>To recognise how we are the same as and different from our friends.</p> <p>To feel good about our strengths.</p> <p>To know some more ways to calm down when we feel scared or upset.</p> <p>To recognise if other people are feeling sad or scared and to know how to make people feel better.</p> <p>To know some ways to solve a problem.</p> <p>To know what to do to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.</p> <p>To help to make the class a safe and fair place.</p> <p>To help to make my class a good place to learn.</p>	

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Term 1b	RELATIONSHIPS EDUCATION Feelings		<p>To recognise and name feelings including those associated with change.</p> <p>To know what can cause different emotions.</p> <p>To recognise that we have different feelings at different times.</p> <p>To recognise what makes s feel good about ourselves and reflect on positive qualities.</p> <p>To recognise our own feelings and express how we feel about ourselves.</p>	
Term 2a	SEAL Going for Goals	1c 1d 1e 4a	<p>To recognise, name and deal with their feelings in a positive way.</p> <p>To think about themselves, learn from their experiences and recognise what they are good at.</p> <p>To know how to set a simple goal.</p> <p>To recognise how their behaviour affects other people.</p>	
Term 2b	RELATIONSHIPS EDUCATION Me and others		<p>To recognise who is special to us.</p> <p>To know how special people show they care.</p> <p>To know that we are similar to others – experiencing the same feelings, in what we can do and in what we enjoy doing.</p> <p>To recognise that we all have things in common but that we are all different and are unique.</p> <p>To understand what it feels like to be different.</p> <p>To know that they should respect others views but not necessarily agree with them</p> <p>To know how to make friends.</p> <p>To know what makes a good friend.</p> <p>To know what to do if we break friends.</p>	

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Term 3a	SEAL Relationships	1a 1b 1c 1d 4c 4d 4a 4d 4f 4g	<p>To recognise what they like and dislike, what is fair and unfair, and what is right and wrong.</p> <p>To share their opinions on things that matter to them and explain their views.</p> <p>To recognise, name and deal with feelings in a positive way</p> <p>To think about themselves, learn from their experiences and recognise what they are good at;</p> <p>To identify and respect the differences and similarities between people.</p> <p>To understand that family and friends should care for each other.</p> <p>To understand that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p> <p>To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p> <p>To understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p>To know where individuals, families and groups can get help and support.</p>	
Term3b	RELATIONSHIPS EDUCATION Keeping Safe And Growing Up		<p>To know you can say 'no' if something feels wrong.</p> <p>To know who is 'safe' - to trust and ask for help.</p> <p>To begin to understand when to keep a secret and when to tell.</p> <p>To understand the concept of growing from young to old.</p> <p>To know the names for the external parts of the body.</p> <p>To identify some of the needs of babies and young children.</p>	

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Year group Year 2	Theme of study	Teaching Aims <i>(From the National Curriculum 2000 Framework for PSHE and Citizenship)</i>	Teaching Objectives	Specific Resources
Term 1a	SEAL Getting on and Falling out	1a 1c 1d 1e 2c 2h 4a 4b 4c 4d	To recognise what they like and dislike, what is fair and unfair, and what is right and wrong. To recognise, name and deal with feelings in a positive way. To think about themselves, learn from their experiences and recognise what they are good at. To know how to set simple goals. To recognise choices they can make, and recognise the difference between right and wrong. To contribute to the life of the class and the school. To recognise how their behaviour affects other people. To listen to other people, and play and work cooperatively. To identify and respect the differences and similarities between people. To understand that family and friends should care for each other.	

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Term 1b	RELATIONSHIPS EDUCATION Feelings		<p>To recognise our own feelings and the feelings of others in different situations.</p> <p>Begin to manage feelings positively and behave appropriately.</p> <p>To recognise what can cause different emotions.</p> <p>To know that our actions have consequences.</p> <p>To learn about making choices and take responsibility for our own choices/actions.</p>	
Term 2a	SEAL Good to be me	1c 1d 3d	<p>To recognise, name and deal with their feelings in a positive way.</p> <p>To think about themselves, learn from their experiences and recognise what they are good at.</p> <p>To understand about the process of growing from young to old and how people's needs change.</p>	
Term 2b	RELATIONSHIPS EDUCATION Me and others		<p>To understand what we mean by 'family'.</p> <p>To recognise that our own family may be different to other peoples families but that there are common features and functions.</p> <p>To understand that there are differences and similarities in families – cultures, appearances and backgrounds.</p> <p>To understand that boys and girls can do the same tasks and enjoy the same things.</p> <p>To understand that stories and television sometimes say that only girls should do some things and only boys should do some things.</p>	

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Term 3a	SEAL Changes	1c 1d 1e 2a 2c 4a 4c	<p>To recognise, name and deal with their feelings in a positive way.</p> <p>To think about themselves, learn from their experiences and recognise what they are good at.</p> <p>To know how to set a simple goal.</p> <p>To take part in discussions with one other person and the whole class.</p> <p>To recognise choices they can make, and recognise the difference between right and wrong.</p> <p>To recognise how their behaviour affects other people.</p> <p>To identify and respect the differences and similarities between people.</p>	
Term3b	<p>RELATIONSHIPS EDUCATION Keeping Safe And</p> <p>Growing Up</p>		<p>To identify safe places to play and know basic rules for keeping safe.</p> <p>To be able to ask for help and know who to go to for help.</p> <p>To begin to recognise ‘safe’ and ‘unsafe’ situations and recognise potential risks.</p> <p>To understand what we mean by male and female.</p> <p>To label exterior body parts.</p> <p>To know that animals, including humans produce young and that young adults grow up to be adults.</p> <p>To understand the importance of keeping clean and looking after our bodies.</p>	

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Year group	Theme of study	Teaching Aims <i>(From the National Curriculum 2000 Framework for PSHE and Citizenship)</i>	Teaching Objectives	Specific Resources
Year 3	SEAL New beginnings		<p>To know something about everyone in my class.</p> <p>To know that we are all valued at school.</p> <p>To know how to make someone feel welcomed and valued at school.</p> <p>To know what it feels like to be unwelcome.</p> <p>To know how to join a group.</p> <p>To can recognise one special thing about ourselves.</p> <p>To know how it feels to be happy, sad or scared and can usually tell if other people are feeling these emotions.</p> <p>To predict how we might feel in a new situation or when meeting new people.</p> <p>To know how it feels to do or start something new, and some ways to cope with these feelings.</p> <p>To manage our feelings and usually find a way to calm ourselves down when necessary.</p> <p>To give and accept a compliment.</p> <p>To know some more ways to solve a problem.</p> <p>To can contribute towards making a class charter.</p> <p>To understand our rights and responsibilities in the school.</p> <p>To understand why we need to have different rules in different places, and to know what the rules are in school.</p>	

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Term 1b	<p>RELATIONSHIPS EDUCATION Feelings And</p> <p>Keeping safe</p>		<p>To recognise positive and negative feelings To recognise reasons for our own and other peoples feelings To consider ways of dealing with negative feelings, to make ourselves feel better To identify worries and know how to deal with ‘real’ worries</p> <p>To identify dangers and consider risks in different situations To know that we have rights over our own bodies To respect other people’s bodies To recognise unwanted physical contact</p>	
Term 2a	SEAL Going for Goals	<p>1b</p> <p>2f</p> <p>3e</p>	<p>To recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>To resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>To recognise the different risks in different situations and then decide how to behave responsibly.</p>	

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Term 2b	<p>RELATIONSHIPS EDUCATION Me and others</p>		<p>To identify which qualities are important in friendships To identify which qualities are important in friendships To understand the qualities/skills needed to maintain good relationships To be aware of strategies to deal with friendship problems To consider what it means to be a ‘best’ friend To develop an awareness for dealing with friendship problems To know what helps or hinders friendship To know what ‘bullying’ is To think about why people bully others To consider how it feels to be a bully and how it feels to be bullied To know what to do if you see bullying or are being bullied</p>	
Term 3a	<p>SEAL Relationships</p>	<p>1a 1c 2c 2f 4f 4g</p>	<p>To talk and write about their opinions, and explain their views, on issues that affect themselves and society; To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities. To resolve differences by looking at alternatives, making decisions and explaining choices. To understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability. To know where individuals, families and groups can get help and support.</p>	

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Term3b	RELATIONSHIPS EDUCATION Growing Up		<p>To know we are all different when we are born</p> <p>To know that humans develop at different rates</p> <p>To discuss our childhood developments with our parents/carers</p> <p>To understand that changes take place throughout the human lifecycle</p> <p>To be aware of similarities and differences in people</p> <p>To know the names of exterior body parts</p> <p>To understand the differences between male and female body parts.</p>	
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Year 4				
Term 1a	SEAL Getting on and Falling out	1a 1c 2a 2c 2e 2f 4a	To talk and write about their opinions, and explain their views, on issues that affect themselves and society. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. To research, discuss and debate topical issues, problems and events. To realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, extremism, on individuals and communities. To reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences. To resolve differences by looking at alternatives, making decisions and explaining choices. To realize that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.	
Term 1b	RELATIONSHIPS EDUCATION Feelings		To recognise our own and other peoples feelings To know what situations make us feel particular emotions To recognise how we feel about other peoples actions To know our feelings and reactions affect others To accept ourselves for who we are and what we look like To identify positive things about ourselves and others	

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Term 2a	SEAL Good to be me	1a 1b 2e 4a 4c	<p>To talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>To recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p> <p>To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences.</p> <p>To know that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view.</p> <p>To be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</p>	
Term 2b	RELATIONSHIPS EDUCATION Me and others		<p>To think about what is important in a family</p> <p>To think about what our families give to us</p> <p>To understand the nature of relationships (2 way)</p> <p>To see things from other peoples point of view</p> <p>To understand and respect that other people have different points of view</p> <p>To see things from other peoples point of view</p> <p>To understand and respect that other people have different points of view</p>	

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Term 3a	SEAL Changes	1c 1d 1e 2a 2c 4a 4c	<p>To recognise, name and deal with their feelings in a positive way.</p> <p>To think about themselves, learn from their experiences and recognise what they are good at.</p> <p>To know how to set a simple goal.</p> <p>To take part in discussions with one other person and the whole class.</p> <p>To recognise choices they can make, and recognise the difference between right and wrong.</p> <p>To recognise how their behaviour affects other people.</p> <p>To identify and respect the differences and similarities between people.</p>	
Term3b	RELATIONSHIPS EDUCATION Keeping Safe And Growing Up		<p>To recognise unwanted influence and pressure</p> <p>To learn to resist pressure and practise saying ‘no’</p> <p>To recognise the need to ask for help and support</p> <p>To know who to ask for help and how</p> <p>To recognise that our actions have consequences</p> <p>To understand that rights also bring responsibilities</p> <p>To understand that being a grown up, brings change – some good and some not so good</p> <p>To think about parents/carers daily responsibilities</p> <p>To consider our own daily responsibilities</p> <p>To understand the importance of cleanliness and personal hygiene, particularly as we get older</p>	

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Year group	Theme of study	Teaching Aims <i>(From the National Curriculum 2000 Framework for PSHE and Citizenship)</i>	Teaching Objectives	Specific Resources
Year 5	SEAL New beginnings		<p>I have worked with and talked to everyone in my class.</p> <p>I know that I am valued at school.</p> <p>I understand how it feels to do or start something new, and why.</p> <p>I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.</p> <p>I know how others may be feeling when they are in an unfamiliar situation.</p> <p>I can help them to feel valued and welcomed.</p> <p>I work well in a group and can tell you what helps my group to work well together.</p> <p>I can explain how I go about solving a problem and can give you an example of a problem I have solved.</p> <p>I understand my rights and responsibilities in the school.</p> <p>I know some of the things that help us in school to learn and play well together.</p> <p>I understand the need for rules in society and why we have the rules we do in school.</p> <p>If I don't agree with something in school, I know how to go about trying to change things.</p>	

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Term 1b	RELATIONSHIPS EDUCATION Feelings		<p>To recognise our own and other peoples feelings</p> <p>To know what situations make us feel particular emotions</p> <p>To recognise other peoples feelings</p> <p>To know ways of dealing with other peoples feelings</p> <p>To think about feelings associated with loss</p>	
Term 2a	SEAL Going for Goals	<p>1b</p> <p>1c</p> <p>4a</p>	<p>To recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>That their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view.</p>	
Term 2b	RELATIONSHIPS EDUCATION Me and others And Keeping Safe		<p>To consider why people choose to get married</p> <p>To value and respect diversity of lifestyle and choices</p> <p>To consider why people decide to separate or divorce</p> <p>To think about the effects of separation on children</p> <p>To value and respect diversity of lifestyle and choices</p> <p>To know ways we can support friends and know how our friends can support us</p> <p>To know who can help keep us safe</p> <p>To know how people keep us safe and where to go for help</p> <p>To recognise safe / unsafe people and deal with strangers</p> <p>To recognise different levels of risk</p> <p>To be able to use a range of strategies for keeping safe and resisting peer pressure</p>	

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Term 3a	SEAL Relationships	1b 1d 2e 4a 4c 4d 4e	<p>To recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p> <p>To recognise, as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way (in the area of ‘embarrassment’).</p> <p>To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences.</p> <p>To understand that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view.</p> <p>To be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</p> <p>To realise the nature and consequences of racism, teasing, bullying, extremism and aggressive behaviours and how to respond to them and ask for help.</p> <p>To recognise and challenge stereotypes.</p>	
Term3b	RELATIONSHIPS EDUCATION Growing Up		<p>To know how a girls and boys body changes during puberty</p> <p>To understand what happens during menstruation</p> <p>To understand emotional changes that take place during puberty</p> <p>To understand what we mean by ‘attraction’</p> <p>To consider what it means to be ‘in love’</p> <p>To understand the importance of cleanliness and personal hygiene during puberty</p>	

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Year group	Theme of study	Teaching Aims <i>(From the National Curriculum 2000 Framework for PSHE and Citizenship)</i>	Teaching Objectives	Specific Resources
Year 6				
Term 1a	SEAL Getting on and Falling out	2a) 2e) 2f) 4a) 4c) 2c) 4d) 4e) 4f)	To research, discuss and debate topical issues, problems and events. To reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences. To resolve differences by looking at alternatives, making decisions and explaining choices. To understand that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships. To realise the consequences of antisocial and aggressive behaviours, such as bullying and racism and extremism, on individuals and communities. To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and extremism and how to respond to them and ask for help. To recognise and challenge stereotypes. To understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.	

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Term 1b	<p>RELATIONSHIPS EDUCATION Feelings And</p> <p>Me and others</p>		<p>To understand the meaning of body language To consider how our body language shows others how we feel To consider our feelings about ‘body image’ To think about what makes us attractive to others To know that it is normal to experience feelings we cannot explain To identify ways to control our emotions</p> <p>To consider what it means to ‘go out’ with someone To consider what might be an ideal future partner To recognise what annoys us about our parents/carers To recognise how we annoy our parents/carers</p>	
Term 2a	<p>SEAL Good to be me</p>	<p>1b) 3f) 2e) 4a) 4c)</p>	<p>To recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p> <p>To understand that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and how to ask for help, and use basic techniques for resisting pressure to do wrong or take on views and behaviours under pressure.</p> <p>To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences.</p> <p>To know that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their point of view.</p> <p>To be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</p>	

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Term 2b	<p>RELATIONSHIPS EDUCATION Keeping Safe And</p> <p>Growing Up</p>	<p>To know how to be responsible for personal safety To consider how the information given on the internet can put us in an ‘unsafe’ situation To understand there are laws to protect young people To identify the impact of alcohol and drugs in decision making and risk taking To be able to use a range of strategies for keeping safe and resisting peer pressure</p> <p>To understand changes that take place during puberty To recognise the feelings of fear and worry associated with change in puberty To recognise the need to ask for help and support To know what sanitary products are available and how to use them To know what facilities are available in school To identify the sexual organs To understand the process of making love and conception To understand the process of conception and birth</p>	
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Term 3a	SEAL Changes	1b) 1c) 2e) 4a) 4b) 4c) 4f)	<p>To recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences;</p> <p>To understand that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view.</p> <p>To think about the lives of people living in other places and times, and people with different values and customs;</p> <p>To be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</p> <p>To understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p>	
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Term3b	RELATIONSHIPS EDUCATION Growing Up cont		<p>To think about why people have children</p> <p>To consider what is involved in preparing for and caring for a baby</p> <p>To know that contraception prevents conception taking place</p> <p>To identify some types of contraception</p> <p>To understand how to prevent sexually transmitted infections</p> <p>To know how people get HIV and AIDS</p> <p>To consider some of the myths surrounding HIV and AIDS</p> <p>To consider and respect other peoples feelings, decisions and rights</p> <p>To understand differences between peoples choice of lifestyle</p> <p>To consider the impact of the media on gender and sexuality</p> <p>To think about our 'future lives'</p> <p>To identify what we are looking forward to and what we are not looking forward to</p>	
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General Resources

Held by Co ordinator

Set of SEAL resources and booklets (copy of specific year booklet also with each teacher)

Stoke on Trent Relationships scheme of work (CD also of specific year booklet also with each teacher)

LDA Scheme of work (CD also of specific year booklet also with each teacher)

Health for Life' for ages 4 – 7 and 8 – 11, written by Noreen Whetton, published by Nelson Thorne.

Quality Circle Time' by Jenny Mosley (published by LDA)

PHSE and Citizenship Websites

<http://www.welltown.gov.uk> key stage 1 keeping healthy and staying safe

www.galaxy-h.gov.uk key stage 2 health site

www.timeforcitizenship.org loads of resources

www.citizenshipfoundation.org.uk free down loads

www.worldaware.org.uk linking with schools in another country