



# CHJS Curriculum Map for PSHE



*Let your light shine (Matthew 5:16)*

Personal, Social and Health Education (PSHE) is a subject through which pupils develop the knowledge, character and attributes needed to manage their lives, now and in the future, so that they can let their light shine. At Church Hill C of E Junior School, we use the Go Givers scheme. Go-Givers aspires to give children of primary age a foundational understanding of how people care for each other and for the wider world, in the expectation that they will, in the long term, play an active role in the caring society.

Substantive Knowledge	Year 3	Year 4	Year 5	Year 6
<b>Health and wellbeing</b>	<p>What positively and negatively affects their physical, mental and emotional health</p> <p>How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the</p>	<p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>That bacteria and viruses can affect health and that following simple routines can reduce their spread</p>	<p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>About change, including loss, separation, divorce and bereavement</p> <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>To recognise when they need help and to develop the skills to ask for help;</p>	<p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>About change, including transitions (between key stages and schools)</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard' – <i>Warning Zone trip</i></p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including</p>

	<p>range and intensity of their feelings to others</p> <p>School rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>What is meant by the term 'habit' and why habits can be hard to change</p> <p>About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>	<p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact – <i>NSPCC PANTS lesson</i></p>	<p>to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>Understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>Strategies for keeping physically and emotionally safe including road safety (<i>including cycle safety - the Bikeability programme</i>)</p>	<p>sensible road use and risks in their local environment) and to use this as an opportunity to build resilience – <i>Warning Zone trip</i></p> <p>Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>How their body will, and their emotions may, change as they approach and move through puberty – <i>SRE lessons</i></p> <p>About human reproduction – <i>SRE lessons</i></p> <p>Safety in the environment</p>
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				<p>(including rail, water and fire safety) - <i>Warning Zone trip</i></p> <p>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others - <i>Warning Zone trip</i></p> <p>The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) - <i>Warning Zone trip</i></p> <p>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request - <i>Warning Zone</i></p>
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				<i>trip</i>
<b>Relationships</b>	<p>To recognise and respond appropriately to a wider range of feelings in others</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>That their actions affect themselves and others</p> <p>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have</p>	<p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>That marriage is a commitment freely entered into by both people, that no one should marry if they don't</p>	<p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>To work collaboratively towards shared goals</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>That differences and similarities between people arise from a</p>	<p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) - <i>Warning Zone trip</i></p> <p>To recognise and manage 'dares' - <i>Warning Zone trip</i></p>

	rights to privacy	<p>absolutely want to do so or are not making this decision freely for themselves</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond – <i>NSPCC PANTS lesson</i></p> <p>The concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’</p>	<p>number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)</p> <p>To recognise and challenge stereotypes</p> <p>About the difference between, and the terms associated with, sex, gender identity and sexual orientation – <i>SRE lessons</i></p> <p>That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership – <i>SRE lessons</i></p> <p>That forcing anyone to marry is a crime; that support is available to</p>	
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			protect and prevent people from being forced into marriage and to know how to get support for them self or others	
<b>Living in the wider world</b>	<p>That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>What being part of a community means, and about the varied institutions that support communities locally and nationally – <i>links to House charities</i></p> <p>To consider the lives of people living in other places, and people with different values and customs</p>	<p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people – <i>links to Newsround</i></p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>	<p>To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p>	<p>Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>That these universal rights are there to protect everyone and have primacy both over national law and family</p>

			<p>About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>What is meant by enterprise and begin to develop enterprise skills</p>	<p>and community practices</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>To explore and critique how the media present information</p> <p>To critically examine what is presented to them in social media and why it is important</p>
<b>Disciplinary Knowledge</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Personal effectiveness</b>	<p>Resilience (including self-motivation, perseverance and adaptability)</p> <p>Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)</p>	<p>Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)</p> <p>Strategies for identifying and accessing appropriate help and support</p> <p>Clarifying own values</p>	<p>Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)</p> <p>Recognising and managing peer influence</p>	<p>Self-organisation (including time management)</p> <p>Recalling and applying knowledge creatively and in new situations</p> <p>Developing and maintaining a healthy</p>

		(including reflection on the origins of personal values and beliefs)	and the need for peer approval, including evaluating perceived social norms and re-evaluating values and beliefs in the light of new learning, experiences and evidence	self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)
<b>Interpersonal and social effectiveness</b>	<p>Respect for others' right to their own beliefs, values and opinions</p> <p>Valuing and respecting diversity</p> <p>Using these skills and attributes to build and maintain healthy relationships of all kinds</p>	<p>Empathy and compassion (including impact on decision-making and behaviour)</p> <p>Recognising, evaluating and utilising strategies for managing influence</p>	<p>Discernment in evaluating the arguments and opinions of others (including challenging 'group think')</p> <p>Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)</p>	<p>Skills for employability, including:</p> <ul style="list-style-type: none"> <li>• Active listening and communication (including assertiveness skills)</li> <li>• Team working</li> <li>• Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)</li> <li>• Leadership skills</li> <li>• Presentation skills</li> </ul>
<b>Managing risk and decision-making</b>	Formulating questions (as part of an enquiring approach to learning and to assess the value of information)	Identification, assessment (including prediction) and management of positive and negative risk to self and others	<p>Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)</p> <p>Assessing the validity and reliability of information</p>	<p>Identify links between values and beliefs, decisions and actions</p> <p>Making decisions</p>

Go-Givers themes	Year 3	Year 4	Year 5	Year 6
Autumn term	<p>Meet the Go-Givers (fears and worries)</p> <p>Rules</p> <p>Animal care: Creature kindness <i>Michael Rosen's Sad Book</i></p> <p>Mediation: Resolving conflict <i>The Red Tree by Shaun Tan</i></p> <p>Water: Our most precious resource</p> <p>Anti-bullying Week</p> <p>NSPCC Pants</p> <p>Peer pressure: It's your choice</p> <p>Should adults be allowed to smack children?</p> <p><i>Black History Month?</i></p>	<p>Belonging to groups</p> <p>Disaster: Quake</p> <p>Tsunami</p> <p>Fake news</p> <p>Jealousy: The green-eyed monster</p> <p>Dilemmas</p> <p>Anti-bullying Week</p> <p>NSPCC Pants</p> <p><i>Black History Month?</i></p> <p>Fair trade: Have a banana</p>	<p>Climate change</p> <p>Cultural diversity in the UK <i>Lubna and Pebble</i> <i>Malala's Magic Pencil by Malala Yousafai</i></p> <p>Disasters: Prevention is better than cure</p> <p>Healthcare: Improving life chances <i>Michael Rosen's Sad Book</i></p> <p>Magna Carta</p> <p>Martin Luther King: Sacrificing all for the dream <i>Black History Month</i></p> <p>Discrimination</p> <p>Anti-bullying Week</p>	<p>Democracy (3 parts)</p> <p>What are human rights?</p> <p>Internet deceivers</p> <p>Knife crime: Shielding from harm</p> <p>Mali</p> <p>Nelson Mandela <i>Black History Month</i></p> <p>The right to education</p> <p>Times of need</p> <p>Anti-bullying Week</p>

<b>Spring term</b>	<p>Go-Givers community centre</p> <p>Quotathon</p> <p>Respect</p> <p>The golden rule: Multi-faith values <i>Lubna and Pebble</i></p> <p>How should we farm?</p>	<p>Valentine's Day</p> <p>Equal opportunities</p> <p>The gift of sight</p> <p>Microorganisms</p> <p>Inspiring stories: Young fundraisers &amp; campaigners <i>Lubna and Pebble</i> <i>Malala's Magic Pencil by Malala Yousafai</i></p>	<p>Homelessness</p> <p>Where do you stand?</p> <p>Keeping safe in cyberspace</p> <p>Mary Seacole &amp; Florence Nightingale: Pioneering nurses <i>Fantastically Great Women who Saved the Planet, by Kate Pankhurst</i></p> <p>Rights &amp; responsibilities: Getting the balance right</p> <p>Terrorism <i>The Red Tree by Shaun Tan</i></p> <p>Your amazing brain: Becoming a resilient learner</p>	<p>Going for Goals: Mo Farah <i>Lubna and Pebble</i> <i>Malala's Magic Pencil by Malala Yousafai</i></p> <p>Righting wrongs: Discrimination against gay people</p> <p>Rights and responsibilities: Freedom! <i>The Red Tree by Shaun Tan</i></p> <p>Stressed out <i>Ruby's Worry by Tom Percival</i></p>
<b>Summer term</b>	<p>Fact files</p> <p>It's a good news day!</p> <p>Sharing ideas: Network</p>	<p>Hospice care <i>The Heart and the Bottle, by Oliver Jeffers</i> <i>The Red Tree by Shaun Tan</i></p>	<p>What is philanthropy?</p> <p>Homophobia: Respecting all our differences</p>	<p>Bullying: Prepare to stand up and stand out</p> <p>Freedom Bird and the Arab Upsprings</p>

	<p>The Go-Givers philosophy: Go-Givers anthem</p> <p>Turning problems around</p>	<p><i>Michael Rosen's Sad Book</i></p> <p>Heavyweight punching Muhammad Ali</p> <p>The Paralympic games</p> <p>Diversity: Identities <i>Lubna and Pebble</i> <i>Malala's Magic Pencil by Malala Yousafai</i></p> <p>Oil disaster in the Gulf of Mexico</p>	<p>Scapegoat</p> <p>Strong societies</p> <p>Understanding Cancer <i>The Heart and the Bottle by Oliver Jeffers</i> <i>Michael Rosen's Sad Book</i></p>	<p>Hillsborough – The big lie</p> <p>Occupy London Stock Exchange</p> <p>Inspirational people <i>Fantastically Great Women who Saved the Planet, by Kate Pankhurst</i></p> <p>Year 6 Transition <i>Ruby's Worry by Tom Percival</i></p>
<b>Cross-curricular links</b>	<p>How should we farm? CC: Science – Healthy Eating</p>	<p>Disaster: Quake &amp; Tsunami CC: Geography – Natural Disasters</p>	<p>Climate change CC: Science - Earth and Space</p>	<p>What are human rights? CC: History – WW2</p>
<b>Christian Values</b>	<p><b>Courage</b> – Children develop courageous advocacy to make positive changes in the world. They also learn how to stand up for their developing sense of morality. Children at our school show the courage to take risks and learn from mistakes. They are also inspired by philanthropic human endeavour and individual's whose actions have changed the world.</p> <p><b>Fairness:</b> Through PSHE, children learn about and respond to injustice and inequality in our world and they learn to appreciate the importance of this value on a global level.</p>			

	<p><b>Kindness:</b> Children are able to compare their own lives with others and show compassion for those in need.</p> <p><b>Koinonia:</b> Through this subject, children can demonstrate understanding and respect of other cultures and beliefs, including economic and political knowledge. They learn how our co-humanity is inextricably involved with others as we share life on our finite planet.</p> <p><b>Responsibility:</b> Children develop the discipline for seeking wisdom. They know that they are caretakers of the planet and how our everyday actions and small changes can make a difference.</p> <p><b>Thankfulness:</b> Children show thankfulness for the natural world and the wonder of creation.</p> <p><b>Truthfulness:</b> Children have various opportunities to recognise misinformation and bias. They are also encouraged to be advocates for truthfulness.</p>
<b>Spiritual Development</b>	<p>At Church Hill C of E Junior School, we seek to provide Relationships and Sex Education (RSE) and Personal, Social, Health Education (PSHE), which will enable all pupils to flourish and let their light shine. This light can symbolise a growing sense of self-realisation and their positive relationships. Through PSHE, children have an opportunity to shape their concept of themselves as a unique human being as well as growing empathy, concern and compassion for how to treat others. Learners reflect on how their values and principles affect their relationship with others, developing spiritually. Children develop skills of listening, empathy, discussions about feelings, relationship with families and friends. This subject is essential when nurturing a positive sense of self and their connections to others as well as an appreciation for the beauty of relationships and love.</p> <p>Opportunities for spiritual revelation across in PSHE are in exploring the following:</p> <ul style="list-style-type: none"> <li>• Discussion and debate regarding social and moral issues</li> <li>• Knowledge of society, rights and responsibilities, including discrimination and prejudice</li> <li>• Empathy for those who suffer</li> <li>• Asking big questions</li> <li>• Emotional understanding and shared language</li> <li>• Positive sense of self</li> </ul>

*Books that link to the lesson/theme – could be used as a hook/plenary. Books are kept in 6MF.*

Information used from the following websites:

<https://www.pshe-association.org.uk/curriculum-and-resources/curriculum>

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

<https://www.booksfortopics.com/>