

# Cullingworth Village Primary School

# Bradford PSHE Spiral Curriculum 2015 Update

Adapted from Millie Clare 'Bradford Spiral Curriculum 2015'

## Year 1

Health & Wellbeing		Relationships		Living in the Wider World Economic Wellbeing & Being a Responsible Citizen	
Health	Risk	Relationships	Identity	Economic	Citizenship
<p>To understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>To recognise what they like &amp; dislike, how to make real, informed choices that improve their physical &amp; emotional health, to recognise that choices can have good and not so good consequences.</p> <p>To recognise that household products, including medicines, can be harmful if not used properly.</p>	<p>To know rules for and ways of keeping physically &amp; emotionally safe including road safety, cycle safety (through the Bikeability programme) and safety in the environment (including rail, water and fire safety).</p> <p>To know about people who look after them; their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.</p> <p>To recognise that they share a responsibility for keeping themselves &amp; others safe, when to say, 'Yes,' 'No,' 'I'll ask' and 'I'll tell.'</p>	<p>To identify their special people (family, friends, carers), what makes them special &amp; how special people should care for one another.</p> <p>To identify &amp; respect the differences &amp; similarities between people.</p> <p>To listen to other people &amp; play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>To share their opinions on things that matter to them &amp; explain their views through discussions with one other person &amp; the whole class.</p>	<p>To think about themselves, to learn from their experiences, to recognise &amp; celebrate their strengths and set simple but challenging goals.</p> <p>To recognise what they like &amp; dislike, how to make real, informed choices that improve their physical &amp; emotional health, to recognise that choices can have good and not so good consequences.</p>	<p>To understand what improves &amp; harms their local, natural &amp; built environments and about some of the ways people look after them.</p> <p>To recognise that money comes from different sources &amp; can be used for different purposes, including the concepts of spending &amp; saving.</p>	<p>To help construct &amp; agree to follow, group &amp; class rules and to understand how these rules can help them.</p> <p>To recognise what is fair &amp; unfair, kind &amp; unkind, what is right &amp; wrong.</p> <p>To recognise how their behaviour affects other people.</p> <p>To offer constructive support &amp; feedback to others.</p>

## Year 2

Health & Wellbeing		Relationships		Living in the Wider World Economic Wellbeing & Being a Responsible Citizen	
Health	Risk	Relationships	Identity	Economic	Citizenship
<p>To understand the importance of health &amp; how to maintain personal hygiene.</p> <p>To know how some diseases are spread &amp; can be controlled and the responsibilities they have for their own health &amp; that of others.</p> <p>To understand the safe use of medicines and about people who look after them.</p>	<p>To understand rules for and ways of keeping physically &amp; emotionally safe (including safety on-line, the responsible use of ICT, the difference between secrets &amp; surprises &amp; understanding not to keep adult secrets).</p> <p>To consider good and not so good feelings, a vocabulary to describe their feelings to others &amp; simple strategies for managing feelings.</p> <p>To recognise that they share a responsibility for keeping themselves &amp; others safe, when to say 'yes,' 'no,' 'I'll ask,' &amp; 'I'll tell.'</p>	<p>To understand there are different types of teasing &amp; bullying, that these are wrong &amp; unacceptable.</p> <p>To know how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable &amp; uncomfortable &amp; how to respond (including who to tell &amp; how to tell them).</p> <p>To recognise that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>To understand how to communicate their feelings to others, to recognise how others show feelings &amp; how to respond.</p>	<p>To understand the process of growing from young to old and how people's needs change.</p> <p>To understand about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> <p>To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>To learn the names of the main parts of the body (including external genitalia) the similarities &amp; differences between boys and girls.</p> <p style="color: red;">Ensure modelling of correct terminology for ALL body parts. This is part of Safe Guarding.</p>	<p>To recognise that money comes from different sources &amp; can be used for different purposes, including the concepts of spending &amp; saving.</p> <p>To understand about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.</p>	<p>To contribute to the life of the classroom.</p> <p>To understand that people &amp; other living things have needs and that they have responsibilities to meet them (including being able to take turns, share &amp; understand the need to return things that have been borrowed.</p> <p>To understand that they belong to various groups &amp; communities such as family &amp; school.</p> <p>To offer constructive support &amp; feedback to others.</p>

### Year 3

Health & Wellbeing		Relationships		Living in the Wider World Economic Wellbeing & Being a Responsible Citizen	
Health	Risk	Relationships	Identity	Economic	Citizenship
<p>To understand which, why and how, commonly available substances and drugs could damage their immediate and future health &amp; safety, and that some are legal.</p> <p>To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>To recognise opportunities to make their own choices about food and the benefits of eating a balanced diet.</p>	<p>To understand strategies for keeping physically and emotionally safe including safety in the environment, (including rail, water and fire safety) and safe places to play and personal safety.</p> <p>To understand about people who are responsible for helping them stay healthy and safe and ways that they can help these people.</p> <p>To understand that pressure to behave in a risky way can come from a variety of sources, including people they know.</p>	<p>To work collaboratively together towards shared goals.</p> <p>To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.</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>To understand that their actions affect themselves and others.</p> <p>To be able to judge what kind of physical contact is acceptable or unacceptable and how to respond.</p>	<p>To reflect on and celebrate their achievements and understand their own uniqueness and what makes them happy.</p> <p>To understand about change, including transitions (between Key Stages and schools).</p>	<p>To learn about the role money plays in their own and others lives.</p> <p>To learn about enterprise and the skills that can make someone 'enterprising.'</p>	<p>To understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>To realise the consequences of antisocial and aggressive behaviours on individuals and communities.</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p> <p>To understand that everyone has human rights, 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>

**Year 4**

Health & Wellbeing		Relationships		Living in the Wider World Economic Wellbeing & Being a Responsible Citizen	
Health	Risk	Relationships	Identity	Economic	Citizenship
<p>To understand which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health &amp; safety.</p> <p>To understand what positively and negatively affects their physical, mental and emotional health (including the media).</p> <p>To begin to understand the concept of a 'balanced lifestyle.'</p>	<p>To understand strategies for keeping physically and emotionally safe including road safety (including cycle safety – the Bikeability programme).</p> <p>To differentiate between the terms 'risk,' 'danger' and 'hazard.'</p> <p>To deepen understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environments ) and how to use this as an opportunity to build resilience.</p> <p>To recognise and manage 'dares.'</p> <p>To understand about people who are responsible for helping them stay healthy and safe and ways that they can help these people.</p>	<p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise &amp; care about other peoples feelings and to try to see, respect and if necessary constructively challenge their points of view.</p> <p>To understand the concept of 'keeping something confidential or secret,' when we should or should not agree to this and when it is right to 'break a confidence,' or 'share a secret.'</p> <p>To understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity. (See 'protected characteristics in the Equality Act 2010')</p> <p>To understand how their body will, and emotions may, change as they approach and move through puberty.</p> <p>To know about taking care of their body, understanding that they have autonomy and that they have the right to protect their body from inappropriate and unwanted contact. This can be supported by work with visitors from ChildLine</p>	<p>To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To recognise they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.</p> <p>To understand about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>When discussing changes be aware that if the situation arises children should be informed about use of sanitary towels, but not tampons. This is about knowing your children and it may be more suitable to work with a select group.</p>	<p>To learn about the role money plays in their own and others lives, including how to manage their money.</p> <p>To learn about enterprise and the skills that makes someone 'enterprising.'</p>	<p>To think about the lives of people living in other places, and people with different values &amp; customs.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p> <p>To understand that everyone has human rights, 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>

## Year 5

Health & Wellbeing		Relationships		Living in the Wider World Economic Wellbeing & Being a Responsible Citizen	
Health	Risk	Relationships	Identity	Economic	Citizenship
<p>To understand which, why and how, commonly available substances and drugs could damage their immediate and future health &amp; safety, some are restricted and some are illegal to own, use and supply to others.</p> <p>To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p>	<p>To understand strategies for keeping physically and emotionally safe including safety on-line (including the responsible use of ICT and mobile phones).</p> <p>To understand about people who are responsible for helping them stay healthy and safe and ways that they can get help.</p> <p>To recognise and manage 'dares.'</p> <p>To understand the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, and that makes them feel uncomfortable.</p>	<p>To be aware of different types of relationship including those between acquaintances, friends, relatives &amp; families.</p> <p>To recognise &amp; respond appropriately to a wider range of feelings in others.</p> <p>To recognise what constitutes a positive, healthy relationship and to develop and maintain the skills necessary.</p> <p>To be aware that marriage is a commitment freely entered into by both people, that no-one should enter into a marriage if they don't absolutely want to do so. <b>This might look at characteristics of ALL marriages. It will probably invite views from chn on the different types of marriage.</b></p> <p>To understand that civil partnerships and marriage are examples of stable, loving relationships and 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. <b>Everyone has a right to marriage.</b></p> <p>To understand about human reproduction. <b>This needs to be basic; a timeline of humans</b></p> <p>To understand how their body will, and emotions may, change as they approach and move through puberty.</p> <p>To know about taking care of their body, understanding that they have autonomy and that they have the right to protect their body from inappropriate and unwanted contact.</p>	<p>To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences). Begin to understand the concept of a 'balanced lifestyle.'</p> <p>To recognise opportunities to make their own choices about food, what might influence their choices and the benefit of eating a balanced diet.</p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>To understand that differences and similarities between people arise from a 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><b>Boys and girls might be separate for this. Girls should know about the menstrual cycle in brief and basic hygiene. They should know about body image.</b></p> <p><b>Boys should know about basic hygiene. There might be discussions about treating people, particularly women, appropriately.</b></p>	<p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>To recognise that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>To recognise the role of voluntary, community and pressure groups in relation to health and wellbeing.</p> <p>To learn about enterprise and the skills that makes someone 'enterprising.'</p>	<p>To understand why &amp; how rules and laws that protect themselves &amp; others are made and enforced, why different rules are needed in different situations and to understand how to take part in making &amp; changing rules.</p> <p>To realise the consequences of antisocial and aggressive behaviours, such as discrimination on individuals and communities.</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p> <p>To understand that everyone has human rights, 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>To understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</p>

## Year 6

Health & Wellbeing		Relationships		Living in the Wider World Economic Wellbeing & Being a Responsible Citizen	
Health	Risk	Relationships	Identity	Economic	Citizenship
<p>To understand which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health &amp; safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.</p> <p>To understand what is meant by the term 'habit' and why habits can be hard to change.</p> <p>To recognise and challenge stereotypes.</p>	<p>To recognise when &amp; how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that make them uncomfortable, anxious or that they believe to be wrong.</p> <p>To understand school rules about health &amp; safety, basic emergency aid procedures and where to get help.</p> <p>To understand strategies for keeping physically and emotionally safe including safety in the environment and safety on-line (including the responsible use of ICT , mobile phones and social media).</p> <p>To understand the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p>	<p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-base language, how to respond &amp; ask for help).</p> <p>To recognise and manage 'dares' and challenge stereotypes.</p> <p>To understand that differences and similarities between people arise from a 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 resolve differences by looking at alternatives, seeing &amp; respecting others' points of view, making decisions and explaining choices.</p>	<p>To understand how their body will, and emotions may, change as they approach and move through puberty.</p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>To understand about human reproduction.</p> <p>To know about taking care of their body, understanding that they have autonomy and that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as Female Genital Mutilation (FGM) constitutes abuse, is a crime and how to get support if they have fears for themselves or their peers.</p> <p><b>Chn should not be taught about FGM in isolation, It is a form of unwanted contact and may come up in discussion. This is when it could be talked about as inappropriate/illegal contact.</b></p>	<p>To learn 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>To learn about enterprise and the skills that makes someone 'enterprising.'</p>	<p>To understand what being part of a community means, and about the varied institutions that support communities locally and nationally.</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>To understand that everyone has human rights, 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>To understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</p> <p>To know that there are some cultural practices which are against British law and universal human rights, such as Female Genital Mutilation.</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p>

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