



**Curriculum *Subject* Coverage – Deerhurst and Apperley C of E Primary School - PSHE & Citizenship (Pink Curriculum) 2019-20**

Year Group	AUT 1	AUT 2	SPR 1	SPR 2	SU 1	SU 2
<b>R</b>	<p><u>HEALTH AND WELL BEING:</u></p> <p><u>Developing Risk Management: Keeping safe - People who help us :</u></p> <p>Fire Safety, road safety, sun smart, safe use of medicines, Taking responsibility for themselves, know what adults are responsible for.</p>	<p><u>LIVING IN THE WIDER WORLD</u></p> <p><u>How media, commerce and social issues shape our understanding of the world - Internet Safety</u></p> <p>Games, applications, TV streaming,</p> <p>Passwords/Access codes, PINS</p> <p>Appropriate websites.</p>	<p><u>HEALTH AND WELL BEING:</u></p> <p><u>Understanding personal change and responsibility - All about me - All about me.</u></p> <p>Valuing their bodies and capabilities, Knowing what makes each of us unique and special, Brushing teeth, Hygiene, Being aware of body needs.</p>			<p><u>RELATIONSHIPS</u></p> <p><u>Understanding the dynamics of healthy relationships - friends and kindness</u></p> <p>Protective behaviours (understanding what makes you and others feel happy or sad)</p> <p>Identifying kindness</p>



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<p><b>Y1</b> <b>Y2</b></p>	<p><u>HEALTH AND WELL BEING:</u></p> <p><u>Developing Risk Management: Keeping safe - People who help us :</u></p> <p>Road safety, personal safety, stranger danger, Sun Smart, recognise that our feelings can effect the way we behave, identify where we can go when we need to feel safe, identify who we can speak to about our feelings, drugs and their uses.</p>	<p><u>LIVING IN THE WIDER WORLD</u></p> <p><u>How media, commerce and social issues shape our understanding of the world - Internet Safety</u></p> <p>Internet safety/online games, email/chat.</p> <p>Games, applications, TV streaming.</p> <p>Passwords/access codes/PINS.</p> <p>Appropriate websites.</p>	<p><u>HEALTH AND WELL BEING:</u></p> <p><u>Understanding personal change and responsibility - All about me - All about me.</u></p> <p>The changes that have taken place since being a baby.</p> <p>Some of the changes that will take place as a baby grows into an adult.</p> <p>That humans produce babies that grow into children that grow into adults.</p> <p>The main external parts of the bodies of humans including agreed names for sexual parts.</p> <p>What makes each of us unique</p> <p>Hygiene (Science)</p> <p>Resilience</p> <p>Personal responsibility</p> <p>Diet and exercise (Science)</p>	<p><u>RELATIONSHIPS</u></p> <p><u>Understanding the dynamics of healthy relationships - friends and family</u></p> <p>Different relationships</p> <p>The responsibilities that parents have for babies and children</p> <p>The underwear rule (PANTS)</p> <p>Making and keeping friends</p> <p>Protective behaviours</p> <p>Understanding what makes you and others feel happy or sad</p> <p>Positive touch activities.</p>	<p><u>RELATIONSHIPS</u></p> <p><u>Understanding the dynamics of healthy relationships - kindness and anti bullying</u></p> <p>Different kinds of unkind behaviour</p> <p>The difference between isolated incidents of unkind behaviour and bullying</p> <p>Identifying acts of kindness</p> <p>Exploring how kindness benefits all involved.</p>	<p><u>LIVING IN THE WIDER WORLD</u></p> <p><u>How media, commerce and social issues shape our understanding of the world - Media influence, Financial capability, Social Issues.</u></p> <p>Reacting to events on TV e.g. terrorism</p> <p>Advertising e.g. influence.</p> <p>Monetary value and notion of saving up for a purchase (Enterprise)</p>
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<p><b>Y3</b> <b>Y4</b></p>	<p><u>HEALTH AND WELL BEING:</u></p>	<p><u>LIVING IN THE WIDER WORLD</u></p>	<p><u>HEALTH AND WELL BEING:</u></p>	<p><u>HEALTH AND WELL BEING:</u></p>	<p><u>RELATIONSHIPS</u></p>	<p><u>RELATIONSHIPS</u></p>
	<p><u>Developing Risk Management: Keeping safe at home, keeping safe outside</u></p> <p>Recognise that our feelings can affect the way we behave</p> <p>Identify where we can go when we need to feel safe.</p> <p>Identify who we can speak to about our feelings.</p> <p>Alcohol and tobacco</p> <p>Drugs and their uses including medical drugs</p> <p>Effects and risks of drugs</p> <p>Children learn that drug use is a minority activity</p> <p>SunSmart</p>	<p><u>How media, commerce and social issues shape our understanding of the world - Internet safety, Media influence, Financial capability, Social Issues</u></p> <p><u>Internet safety - online games, email/chat</u></p> <p><u>Texting, instant messenger, Kick etc.</u></p> <p><u>Appropriate gaming, websites, applications, TV streaming.</u></p> <p><u>Passwords/ Access codes, PINS.</u></p> <p><u>Appropriate websites</u></p> <p><u>Reacting to events on TV, terrorism, racism, inappropriate behaviour of role models</u></p> <p><u>Advertising. Influence, bias, distortion</u></p>	<p><u>Understanding personal change and responsibility - Personal responsibility</u></p> <p>What is special about me?</p> <p>My thoughts, feelings.</p> <p>What affects our energy levels and the way we feel?</p> <p>Recognising how these feelings can impact our behaviour.</p> <p>Resilience</p> <p>Hygiene</p> <p>Diet, exercise and sleep</p> <p>Illness, wellness and balance</p> <p>Manage feelings</p> <p>Self worth</p> <p>Anxiety triggers, positive strategies for coping</p> <p>Bereavement (of pets)</p>	<p><u>Understanding personal change and responsibility - Growing up</u></p> <p>Some of the physical changes that will happen as they get older.</p> <p>The physical changes that take place at puberty, why they happen and how to manage them.</p>	<p><u>Understanding the dynamics of healthy relationships - friends and family</u></p> <p>Changes in relationships with parents and friends</p> <p>Different types of love</p> <p>The need for trust and love in marriage and established relationships.</p> <p>The responsibilities that parents have for babies and children.</p> <p>Positive touch activities</p> <p>The need to seek permission when we touch someone else</p> <p>The need to be respectful of a person's personal;</p>	<p><u>Understanding the dynamics of healthy relationships - Kindness and anti bullying</u></p> <p>The difference between isolated incidents of unkind behaviour and bullying</p> <p>Recognising that bullying behaviour is not the norm (most of the time, most children are not bullied and are not bullies)</p> <p>Identifying acts of kindness</p> <p>Exploring how kindness benefits all involved</p>



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		Monetary value and the notion of saving up for a purchase  Different sources of income  Different forms of money and payment  Issues of interest/relevance to their locality			boundaries	
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<p><b>Y5</b></p> <p><b>Y6</b></p>	<p><u>Living in the Wider World:</u> <u>How media commerce and social issues shape our understanding of the world</u> Topic/Theme: Media Influence Children will learn about:</p> <ul style="list-style-type: none"> <li>• How events on TV are portrayed e.g. terrorism, racism, inappropriate behaviour of role models</li> <li>• Advertising e.g. influence, bias, distortion</li> <li>• Media influence</li> <li>• Body image</li> </ul>	<p><u>Living in the Wider World:</u> <u>How media commerce and social issues shape our understanding of the world</u> Topic/Theme: Financial Capability Children will learn about:</p> <ul style="list-style-type: none"> <li>• Monetary value and the notion of saving up for a purchase</li> <li>• Difference sources of income</li> <li>• Different forms of money and payment</li> <li>• Managing a budget</li> <li>• Enterprise opportunities</li> </ul> <p>Anti-bullying Week</p>	<p><u>Relationships: understanding the dynamics of a healthy relationship</u> Theme/Topic: Friends and Family Children will learn about:</p> <ul style="list-style-type: none"> <li>• Friends</li> <li>• Changes in relationships e.g. with parents, boyfriend/girlfriend</li> <li>• The need for trust and love in marriage and established relationships</li> <li>• Protective behaviours</li> <li>• Assertiveness (self-assured and confident without being aggressive)</li> <li>• Positive touch activities</li> <li>• The need to seek permission when we touch someone else</li> <li>• The need to respect personal boundaries</li> </ul>	<p><u>Mental Health</u> Sometimes My Brain Hurts Year Five Theme 1, 2 and 3 Children will learn about:</p> <ul style="list-style-type: none"> <li>• Risk and resilience factors</li> <li>• Mood states</li> <li>• Mental health conditions</li> <li>• Reality or myth</li> </ul>	<p><u>Health and Well-being: Understanding Personal Change and Responsibility</u> Topic/Theme: Growing Up Children will learn about:</p> <ul style="list-style-type: none"> <li>• Puberty/body changes</li> <li>• The physical changes that take place at puberty, why they happen and how to manage them</li> <li>• Name and describe the functions of the sexual organs of boys and girls</li> <li>• Describe some internal differences between males and females</li> <li>• About the facts of the human lifecycle, including sexual intercourse</li> </ul>
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			Safer Internet Day		
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Enterprise completed a minimum of 2 a year – Include Money sense opportunities in Enterprise or maths  
Ongoing – Digital Literacy (see planning), British Values, RSA, Mindfulness and well-being and different topical days such as anti bullying, safer online day. (Evidence in portfolios e.g. Enterprise, Class Worship, Sunshine Club, Big questions, outside visitors and British Values audit.)