



Curriculum Subject Coverage – Deerhurst and Apperley C of E Primary School - PSHE & Citizenship (Pink Curriculum and RSE) 2021-22

Year Group	AUT 1	AUT 2	SPR 1	SPR 2	SU 1	SU 2
<p><i>KS1 Education Recovery July 2021 document</i></p> <ul style="list-style-type: none"> <i>Opportunities for securing key knowledge of a small number of ideas, including belonging, fairness, and simple rules and laws that help us live together in a community.</i> 						
<p>R New Profile 2021-22</p>	<p><u>Personal, Social and Emotional Development</u> <u>Early Learning Goal: Self-Regulation</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p><u>Early Learning Goal: Managing Self</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p><u>Early Learning Goal: Building Relationships</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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' needs 					
	<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</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</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>RSE: Keeping Ourselves Clean.</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> <p>RSE: Growing up.</p> <p><i>Citizenship: (See Key Questions - use Year 1 and adapt)</i></p>		



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	<p>responsible for.</p> <p>RSE: Responsibility</p> <p><i>Citizenship: (See Key Questions - use Year 1 and adapt)</i></p> <p><i>Group and Class Rules - What are our school, class and group rules?</i></p>	<p>codes, PINS</p> <p>Appropriate websites.</p> <p><i>Citizenship: (See Key Questions - use Year 1 and adapt)</i></p> <p>Group and Class Rules - How can we help each other?</p>	<p>RSE: People who help us.</p> <p><i>Citizenship: (See Key Questions - use Year 1 and adapt)</i></p> <p>Rights and responsibilities - What is the difference between a want and a need?</p>		<p><i>Contributing to the life of the classroom and the school - What do we mean by community?</i></p>	
<p>Y1 Y2</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</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</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><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><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><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>



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	<p>feel safe, identify who we can speak to about our feelings, drugs and their uses.</p> <p>RSE: Yr 1 Being Unique</p> <p>Yr 2 Changes - physical</p> <p><i>Citizenship: (See Key Questions) Group and class rules and understand how these rules help them.</i></p>	<p>codes/PINS.</p> <p>Appropriate websites.</p> <p>RSE: Yr 2 Changes - Becoming Independent</p> <p><i>Citizenship: (See Key Questions) Right and Responsibilities</i></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>RSE: (Yr1) Life Cycles and The Human Life cycle and Person Hygiene (links to science) (Yr2) Similarities and differences - body parts and Where do babies come from? (links to science)</p> <p><i>Citizenship: (See Key Questions) Continue with rights and responsibilities.</i></p>	<p>Protective behaviours</p> <p>Understanding what makes you and others feel happy or sad</p> <p>Positive touch activities.</p> <p>RSE: Continue with similarities and differences and where do babies come from.</p> <p><i>Citizenship: (See Key Questions) Belonging to various groups and communities such as family and school</i></p>	<p>Identifying acts of kindness</p> <p>Exploring how kindness benefits all involved.</p> <p><i>Citizenship: (See Key Questions) Contributing to the life of the classroom and the school</i></p>	<p>Advertising e.g. influence.</p> <p>Monetary value and notion of saving up for a purchase (Enterprise)</p> <p><i>Citizenship: (See Key Questions) What improves and harms their local, natural and environments and about some of the ways people look after them.</i></p>
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<p><i>KS2 Education Recovery July 2021 document</i></p> <ul style="list-style-type: none"> <i>Opportunities for securing pupils' knowledge of a broader range of concepts, such as rights and responsibilities, democracy, and community, since these will be the most important for future study.</i> 						
Y3 Y4	<p><u>HEALTH AND WELL BEING:</u></p> <p><u>Developing Risk Management: Keeping safe at home, keeping safe outside</u></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><u>LIVING IN THE WIDER WORLD</u></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>Reacting to events on TV, terrorism, racism, inappropriate behaviour of role models</p> <p>Advertising. Influence, bias, distortion</p>	<p><u>HEALTH AND WELL BEING:</u></p> <p><u>Understanding personal change and responsibility - Personal responsibility</u></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>Manage feelings</p>	<p><u>HEALTH AND WELL BEING:</u></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>RSE: (Yr 3) Similarities and differences - reproductive organs</p>	<p><u>RELATIONSHIPS</u></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><u>RELATIONSHIPS</u></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>



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	<i>RSE: Personal Hygiene antibiotics</i>	Issues of interest/relevance to their locality <i>RSE: Challenging stereotypes</i>		<i>RSE: (Yr 4) Changes life cycle - link to Science</i>		Identifying acts of kindness Exploring how kindness benefits all involved
Y5 Y6	<p><u>Citizenship and British Values</u> Children will learn about:</p> <ul style="list-style-type: none"> • Topical issues, problems and events (including the global environment) and how to take part in debates • The range of national, regional, religious and ethnic identities in the United Kingdom • Rules and laws that protect themselves and others and how they are made and changed • Different kinds of responsibilities, rights and duties in the community • Rights in relation to the law • Resolving differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices 					
	<u>Living in the Wider World: How media commerce and social issues shape our understanding of the world</u> Topic/Theme: Media Influence Children will learn	<u>Living in the Wider World</u> <u>Living in the Wider World: How media commerce and social issues shape our understanding of the world</u> Topic/Theme:	<u>Relationships: Understanding the dynamics of healthy relationships</u> Topic/Theme: kindness and anti-bullying Children will learn about:	<u>Relationships: understanding the dynamics of a healthy relationship</u> Theme/Topic: Friends and Family Children will learn about:		<u>Health and Well-being: Understanding Personal Change and Responsibility</u> Topic/Theme: Growing Up Children will learn about:



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	<p>about:</p> <ul style="list-style-type: none"> • How events on TV are portrayed e.g. terrorism, racism, inappropriate behaviour of role models • Advertising e.g. influence, bias, distortion • Media influence • Body image 	<p>Financial Capability Children will learn about:</p> <ul style="list-style-type: none"> • Monetary value and the notion of saving up for a purchase • Difference sources of income • Different forms of money and payment • Managing a budget • Enterprise opportunities • Anti-bullying Week <p style="text-align: center;">RSE: (Yr5) Genetic Inheritance</p> <p style="text-align: center;">(Links to Science unit –Evolution)</p>	<ul style="list-style-type: none"> • Peer pressure • Different types of unkind behaviour and bullying (emotional, physical, verbal, cyber, sexual, homophobic, racial, cultural) <p style="text-align: center;">Safer Internet Day</p>	<ul style="list-style-type: none"> • Protective behaviours • Assertiveness (self-assured and confident without being aggressive) • Positive touch activities • The need to seek permission when we touch someone else • The need to respect personal boundaries <p>RSE: (Yr 5) Changes emotional</p> <p>RSE: (Yr 6) Relationships Changes emotional</p>	<ul style="list-style-type: none"> • Puberty/body changes • The physical changes that take place at puberty, why they happen and how to manage them • Name and describe the functions of the sexual organs of boys and girls • Describe some internal differences between males and females • About the facts of the human lifecycle, including sexual intercourse <p style="text-align: center;">RSE (Yr 6) - -Changes physical -Life cycle – sexual intercourse</p>
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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.)