



**Curriculum Subject Coverage – Deerhurst and  
Apperley C of E Primary School - PSHCE &  
Citizenship (Pink Curriculum and RSE) 2022-23**

| Year Group               | AUT 1  | AUT 2  | SPR 1  | SPR 2 | SU 1   | SU 2 |
|--------------------------|--|--|--|-------|--|------|
|                          |  |  |  |       |  |      |
| R<br>New EYFS<br>Profile | <p><u>Personal, Social and Emotional Development</u><br/><u>Early Learning Goal: Self-Regulation</u><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li><li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li><li>• 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.</li></ul> <p><u>Early Learning Goal: Managing Self</u><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li><li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li></ul> <p><u>Early Learning Goal: Building Relationships</u><br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others;</li><li>• Form positive attachments to adults and friendships with peers;</li></ul> <p style="text-align: center;">Show sensitivity to their own and to others' needs</p> |  |  |       |  |      |
|                          | <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><b>RSE: Keeping Ourselves Clean.</b></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><b>RSE: Growing up.</b></p> <p><i>Citizenship: (See Key Questions - use Year 1 and adapt)</i></p> |      |
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|                                   | <p>responsible for.</p> <p><b>RSE: Responsibility</b></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><b>RSE: People who help us.</b></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><b>Y1</b></p> <p><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</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><b>RSE: Yr 1 Being Unique</b></p> <p><b>Yr 2 Changes – physical</b></p> <p><i>Citizenship: (See Key Questions)<br/>Group and class rules and understand how these rules help them.</i></p> | <p>codes/PINS.</p> <p>Appropriate websites.</p> <p><b>RSE: Yr 2 Changes – Becoming Independent</b></p> <p><i>Citizenship: (See Key Questions)<br/>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><b>RSE: (Yr1) Life Cycles and The Human Life cycle and Person Hygiene (links to science)</b></p> <p><b>(Yr2) Similarities and differences – body parts and Where do babies come from? (links to science)</b></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><b>RSE: Continue with similarities and differences and where do babies come from.</b></p> <p><i>Citizenship: (See Key Questions)<br/>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)<br/>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)<br/>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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| <b>Y3<br/>Y4</b> | <p><u>HEALTH AND WELL BEING:</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>Sun smart</p> | <p><u>HEALTH AND WELL BEING:</u></p> <p><u>Understanding personal change and responsibility -Personal responsibility</u></p> <p>What is special about me?</p> <p>Resilience</p> <p>Hygiene</p> <p>Diet, exercise and sleep</p> <p>Illness, wellness and balance</p> <p>Self worth</p> <p>Anxiety - triggers -</p> | <p><u>RELATIONSHIPS</u></p> <p><u>Understanding the dynamics of healthy relationships - friends and family</u></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; boundaries</p> <p><b>RSE: (Yr 3) Types of love (Yr 4) Responsibilities</b></p> <p><i>Citizenship: (See Key</i></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> <p>Identifying acts of kindness</p> <p>Exploring how kindness benefits all involved</p> <p><i>Citizenship: (See Key</i></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>Internet safety - online games, email/chat</p> <p>Texting, instant messenger, Kick etc.</p> <p>Appropriate gaming, websites, applications, TV streaming.</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><b>RSE: (Yr 3) Similarities and differences - reproductive organs</b></p> |



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|  | <p><i>Citizenship: (See Key Questions)</i><br/><i>Why different rules are needed in different situations and how to take part in making them.</i></p> | <p>positive strategies for coping.</p> <p>Bereavement of pets.</p> <p><b>RSE: (Yr3) Personal Hygiene and Personal Hygiene - Infection</b></p> | <p><i>Questions) Human rights' and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</i></p> | <p><i>Questions)</i><br/><i>Different kinds of responsibilities, rights and duties at home and at school.</i></p> <p><i>The lives of people living in other places, and people with different values and customs.</i></p> | <p>Passwords/ Access codes, PINS.</p> <p>Appropriate websites</p> <p>Monetary value and the notion of saving up for a purchase</p> <p>Different sources of income</p> <p>Different forms of money and payment</p> <p><i>Citizenship: (See Key Questions)</i><br/><i>Being part of a community and understand that they belong to different groups.</i></p> | <p><b>(Yr4 - Changes life cycle - link to science)</b></p> <p><i>Citizenship: (See Key Questions)</i></p> <p><i>What improves and harms their local and natural environments and about some of the ways people look after them.</i></p> |
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| <p style="text-align: center;"><b>Y5_Y6</b></p> | <p><u>Citizenship and British Values</u><br/>Children will learn about:</p> <ul style="list-style-type: none"> <li>• Topical issues, problems, events (including the global environment) and how to take part in debates</li> <li>• The range of national, regional, religious and ethnic identities in the United Kingdom</li> <li>• Rules and laws that protect themselves and others and how they are made and changed</li> <li>• Different kinds of responsibilities, rights and duties in the community</li> <li>• Rights in relation to the law</li> <li>• Resolving differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</li> <li>• The role of voluntary and community groups</li> </ul> | <p><u>Health and Well-Being: Understanding personal change and responsibility</u><br/>Topic/Theme: Personal Responsibility<br/>Children will learn about:</p> <ul style="list-style-type: none"> <li>• Bereavement</li> <li>• Managing feelings</li> <li>• Self worth</li> <li>• Anxiety – triggers, positive strategies for coping</li> <li>• Resilience</li> <li>• Self harm</li> <li>• Hygiene</li> <li>• Diet, exercise and sleep</li> <li>• Illness, wellness and balance</li> <li>• Assertiveness (self-assured and confident without being aggressive)</li> </ul> <p style="text-align: center;">Internet Safety: Safer Internet Day</p> | <p><u>Health and Well-Being: Developing risk management</u><br/>Topic/Theme: Keeping safe at home, Keeping safe outside<br/>Children will learn about:</p> <ul style="list-style-type: none"> <li>• Legal and illegal drugs</li> <li>• Drugs and the law</li> <li>• Effects and risks of drugs</li> <li>• E-cigarettes</li> <li>• Drug use as a minority activity</li> <li>• Drug use in young people decreasing</li> <li>• Different types of risks, including positive risk taking</li> <li>• Identifying and assessing risks</li> <li>• Hazards in the home e.g. electrical appliances, sources of fire, sharps and blades, cleaning substances etc</li> <li>• SunSmart</li> <li>• Emergency Aid</li> <li>• Public transport</li> </ul> <p>Hazards in our community e.g. power sub-stations, sharps and blades, farms, construction sites</p> |
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|  | <p><i>Citizenship: (See Key Questions)</i></p> <p><i>Topical issues, problems and events (including the global environment) and how to take part in debates</i></p> <p><i>The range of national, regional, religious and ethnic identities in the United Kingdom</i></p> <p><i>Rules and laws that protect themselves and others and how they are made and changed</i></p> <p><i>Different kinds of responsibilities, rights and duties in the community</i></p> <p><i>Rights in relation to the law</i></p> <p><i>Resolving differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</i></p> <p><i>The role of voluntary and community groups.</i></p> |
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Enterprise completed a minimum of 2 a year – Include Money sense opportunities in Enterprise or maths

Ongoing – 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, Happy Hub, Big questions, outside visitors and British Values audit.)