

# PERSONAL, SOCIAL, HEALTH and ECONOMIC EDUCATION

## Curriculum Map

### Skills and Knowledge Progression



Personal, social, health and economic (PSHE) education is a non-statutory subject, however it is an important and necessary part of all pupils' education. At Oakfield Junior School we follow the Jigsaw scheme of work which brings together PSHE, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

#### Pupils should be taught:

Mindfulness strategies
Emotional literacy
Social skills
Spiritual development

	Year 3	Year 4	Year 5	Year 6
Topics Studied				
Being Me In My World	<p><u>Knowledge</u> Recognise my worth and identify positive things about myself and my achievements. Recognise how it feels to be happy, sad or scared and recognise when other people are displaying those emotions. Understand that my behaviour brings rewards or consequences.</p> <p><u>Skills</u> Work co-operatively as part of a team.</p>	<p><u>Knowledge</u> Know my attitudes and actions make a difference to the class team. Recognise how good it feels to be included in a group and understand how it feels to be excluded. Understand that my actions affect others and myself. Understand how rewards and consequences motivate people's behaviour.</p> <p><u>Skills</u> Work co-operatively as part of a team.</p>	<p><u>Knowledge</u> Know what I value most about my school and identify my hopes for the year. Empathise with people in this country whose lives are different to my own. Understand that my action affect others and myself.</p> <p><u>Skills</u> Work co-operatively as part of a team.</p>	<p><u>Knowledge</u> Feel welcomed and valued and know how to make others feel the same. I understand my own wants and needs and can compare these with children in different communities.</p> <p><u>Skills</u> Work co-operatively as part of a team.</p>
Celebrating Difference	<p><u>Knowledge</u> Explain about a time when words affected someone's</p>	<p><u>Knowledge</u> Use a variety of examples to show how first impressions can be misleading. Consider</p>	<p><u>Knowledge</u> Consider a range of bullying behaviours and understand the impact these may have.</p>	<p><u>Knowledge</u> Explain ways in which difference can be a source of conflict or a</p>

	<p>feelings and what the consequences were. Give and receive compliments and know how this feels.</p> <p><u>Skills</u> Problem-solve a bullying situation.</p>	<p>how I form my opinions of people and explain why it is good to accept people for who they are. Explain what to do if you are a target or witness of bullying.</p> <p><u>Skills</u> Problem-solve a bullying situation.</p>	<p>Recognise some of the reasons and feelings that motivate some children to bully and suggest why some children are the victims of bullying.</p> <p><u>Skills</u> Problem-solve a bullying situation.</p>	<p>cause for celebration. Know some of the reasons why people use bullying behaviours <u>Skill</u> Show empathy with people in either situation.</p>
Dreams and Goals	<p><u>Knowledge</u> Be confident to share with others both my success and the difficulties I faced, and I know how to store my feelings of success in my internal treasure chest. Recognise and express my strengths in tackling a learning challenge</p> <p><u>Skill</u> I can plan steps to help me do better next time.</p>	<p><u>Knowledge</u> Explain how resilience and a positive attitude contribute to a greater chance of success.</p> <p><u>Skill</u> Deal with disappointment by analysing what went wrong and use the lessons from a bad experience to help me plan new goals</p>	<p><u>Knowledge</u> Describe the dreams and goals of a young person in a culture different from mine and account for the similarities and differences with my own dreams and goals.</p> <p><u>Skill</u> Evaluate the ways in which our opportunities and life chances are different.</p>	<p><u>Knowledge</u> Describe a range of ways in which I can work with other people to make the world a better place, and explain and justify my group's chosen course of action.</p> <p><u>Skill</u> Evaluate how our choice is based on an awareness of the experience and the needs of the people affected.</p>
Healthy Me	<p><u>Knowledge</u> Select and describe suitable strategies for keeping myself safe, including knowing how to seek help and from whom. Express and respond appropriately to feelings of anxiety or fear.</p> <p><u>Skill</u> Judge the levels of risk involved in different situations</p>	<p><u>Knowledge</u> Explain, with a variety of examples, situations where I may experience peer pressure and suggest a number of strategies for dealing with this. Identify feelings of anxiety and fear associated with peer pressure.</p> <p><u>Skill</u> Know how to manage these feelings when making healthy choices.</p>	<p><u>Knowledge</u> Describe and evaluate the different roles food can play in people's lives. Explain the links between body image pressures and the various eating disorders people can develop.</p> <p><u>Skill</u> Respect and value my body and I understand the part this plays in maintaining my self-confidence.</p>	<p><u>Knowledge</u> Give an account of the different ways in which people in our society use alcohol as part of their lifestyle. Distinguish between responsible use, antisocial use and misuse of alcohol.</p> <p><u>Skill</u> Reflect on my own feelings about alcohol use and consider what my attitude may be when I am older.</p>
Relationships	<p><u>Knowledge</u> Explain how some of the actions and work of people around the world help and influence my life, and how the things we buy and use affect their livelihood.</p>	<p><u>Knowledge</u> Explain and weigh up different points of view people may hold on an animal rights issue. Take these views into account in expressing and justifying my own opinions and feelings on this topic.</p>	<p><u>Knowledge</u> Compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe. Explain the pressures that might make me or others use technology in</p>	<p><u>Knowledge</u> Analyse and explain some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways. Consider ways of standing up for myself</p>

	Express a sense of the responsibility we have for each other because of these connections.		risky or harmful ways and consider how best to resist those pressures.	and my friends in such situations, and judge between those likely to be effective and those that may aggravate the problem.
Changing Me	<p><u>Knowledge</u> Identify how girls' and boys' bodies change through the growing up process. Identify things I am looking forward to in year 4. Recognise how this will make me feel. <u>Skills</u> Suggest some solutions to help me manage the change.</p>	<p><u>Knowledge</u> Explain the changes I am looking forward to when I am in Year 5, and identify which changes are within my control. Consider and prioritise the changes I would like to make in Year 5 and can plan the approaches I will use to tackle these changes. <u>Skills</u> Have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p>	<p><u>Knowledge</u> Describe how boys' and girls' bodies change during puberty. <u>Skills</u> Express how I feel about the changes that will happen to me during puberty.</p>	<p><u>Knowledge</u> Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise how I feel when I reflect on the development and birth of a baby. Talk about the similarities and the differences between boys' and girls' bodies and can use the correct terms. Demonstrate respect for my body and understand how to keep certain parts private, and I can tell you when I should and should not talk about these.</p>

Key vocabulary can be found on the front cover of each lesson plan and will be shared with pupils within each lesson.

The end point for each lesson is shared through differentiated success criteria which are linked to the lesson's learning objective.

At the end of each unit, the whole theme is assessed against these and children are awarded either Working Towards, Expected or Greater Depth.