

PSHCE (including RHE)

Curriculum overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Reception through to Year 6, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
EYFS	Knowledge introduced	<p>Being me in my world</p> <p>Identifying similarities and differences; recognise and manage my feelings; our right to learn at school; kind words and gentle hands; working well with others; being responsible</p> <p>Celebrating differences</p> <p>Things I am good at; celebrating what others are good at; anti-bullying; being a kind friend; using kind words; giving and accepting compliments</p>	<p>Dreams and goals</p> <p>Challenges; perseverance; setting goals; words of encouragement; recognising feeling proud; jobs and aspirations</p> <p>Healthy me</p> <p>Importance of exercise, balanced diet, sleep and hand hygiene; stranger danger</p>	<p>Relationships</p> <p>Friendships: making friends; being a good friend; having good manners; loneliness; solving friendship problems; the impact of saying unkind words; how to calm down</p> <p>Changing me</p> <p>Labelling the body; different foods that help my body grow: noticing changes from being a baby to now; celebrating the year, worries about Year 1</p>
	Knowledge introduced	<p>Being me in my world</p> <p>Being part of my class; responsibilities in my class; ensuring we can all learn; being proud of my own and others achievements; understanding consequences</p> <p>Celebrating differences</p> <p>Similarities and differences between me and my friends; what to do if someone is being bullied; how to support someone who has been bullied; how I am unique</p>	<p>Dreams and goals</p> <p>Keeping motivated; setting new goals; supporting others; words of encouragement; recognising feeling proud; jobs and aspirations</p> <p>Healthy me</p> <p>Healthy choices; healthy diet; germs and diseases; medicines; medicine safety; road safety</p>	<p>Relationships</p> <p>Families: belonging to a family; personal space; greeting people (appropriate physical contact); people who help me; how to praise myself; expressing my feelings</p> <p>Changing me</p> <p>Life cycles of animals and humans (young to old); how I have changed since birth; the importance of keeping my private parts private (NSPCC 'pants' talk); dealing with worries; coping with change; worries about Year 2</p>
YEAR 2	Knowledge introduced	<p>Being me in my world</p> <p>Hopes for the year ahead; addressing worries; being responsible in Year 2; rewards and consequences; working well with others;</p> <p>Celebrating differences</p> <p>An introduction to gender stereotypes; boys and girls can like the same activities (e.g. football); anti bullying; standing up for others; giving and receiving compliments</p>	<p>Dreams and goals</p> <p>Choosing realistic goals to success; persevering when things get difficult; recognising who I work well with/ don't work well with; working in a group; sharing success with others</p> <p>Healthy me</p> <p>Keeping my body healthy; continuum of relaxed to angry feelings; healthy diet; healthy snacks; nutritious meals</p>	<p>Relationships</p> <p>Family relationships; cooperating with my family; exploring physical contact within a family; good and bad secrets; people who help us; how to express appreciation</p> <p>Changing me</p> <p>Changes outside of my control; respect; feeling proud about being more independent; Expressing opinions appropriately; worries about Year 3</p>



Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
YEAR 3	Knowledge introduced	<p>Being me in my world</p> <p>Valuing myself; making others feel valued; recognising emotions in myself and others; behaviours have consequences; cooperation; how rules relate to rights and responsibilities</p> <p>Celebrating differences</p> <p>Understanding that people's families are important to them. understanding family conflict; what is a witness; words that harm (e.g. fat, gay); that using harmful words has consequences</p>	<p>Dreams and goals</p> <p>Studying people who have overcome obstacles to achieve their goals (e.g. disability); imagining the future; how to break down a goal into achievable small steps; how to be responsible for my learning; managing feelings of frustration; being confident to talk about my successes</p> <p>Healthy me</p> <p>Setting fitness challenges; calories; feeling anxious or scared and what to do; respecting my body; that there are useful drugs and bad drugs; importance of medicine safety</p>	<p>Relationships</p> <p>Family roles and responsibilities; negotiating conflict with my friends; keeping safe online; being a good citizen; needs and rights of children around the world; lives of children around the world</p> <p>Changing me</p> <p>Humans change significantly from birth; how I have changed from birth; challenging family gender stereotypes (e.g. parent roles, cooking/cleaning); worries about Year 4</p>
		<p>Being me in my world</p> <p>Teamwork: my attitudes and actions; impact of excluding others; understanding democracy; empathising with other people's feelings; working together to make decisions</p> <p>Celebrating differences</p> <p>Not judging by appearances; understanding influences; understanding bullying; witnesses roles; being kind to myself about my appearance; accepting people for who they are</p>	<p>Dreams and goals</p> <p>Explaining my hopes and dreams; understanding disappointment; how to deal with disappointment healthily; revising goals; working on class/team goals together</p> <p>Healthy me</p> <p>Friendship groups; group dynamics; effects of smoking on health; how alcohol affects the liver; peer pressure; how to stand up for what you believe in</p>	<p>Relationships</p> <p>Understanding the feeling of jealousy; understanding love and loss; remembering people we no longer see; getting on and falling out with friends; how to show love and appreciation to people and animals (e.g. family and pets) who are special to me</p> <p>Changing me</p> <p>Being a unique human being; reflecting on changes since birth to now; how my likes/dislikes have changed over the years; worries about Year 5</p>
		<p>Being me in my world</p> <p>Hopes for the school year; my rights and responsibilities of a British Citizen; rewards and consequences; how actions affect myself and others; contributing to an effective group; democracy and pupil voice</p> <p>Celebrating differences</p> <p>That there are different cultures that have different beliefs and that everyone should be respectful of others beliefs; understanding what racism is; understanding rumour-spreading and name-calling; comparing life in Britain with that in the developing world</p>	<p>Dreams and goals</p> <p>My dream lifestyle; jobs and careers; my dream job; dreams and goals of children in other cultures; communication skills; raising money for charity</p> <p>Healthy me</p> <p>Risks of smoking and alcohol on the body; emergency first aid procedures; positive self-image (in relation to social media); my relationship with food; being motivated to stay healthy</p>	<p>Relationships</p> <p>How to build my self-esteem; safety with online communities; how to act responsibly online; my relationship with technology (healthy screen time); how to communicate to my friends online; resisting online pressure</p> <p>Changing Me</p> <p>Self and body image (including looking at social media perceptions); managing my emotions; worries about Year 6</p>
		<p>Being me in my world</p> <p>My year ahead; how to express fears and worries for the year ahead; universal rights for children in the UK and other countries;</p>	<p>Dreams and goals</p> <p>Understanding strengths and setting realistic goals; understanding steps to success; world problems; helping to make</p>	<p>Relationships</p> <p>Taking care of my mental health; what to do if you are worried about your own or someone else's mental health; love:</p>



Knowledge, skills and understanding to be gained at each stage*

	Cycle 1	Cycle 2	Cycle 3
	<p>Empathising with others; Understanding and controlling my own behaviour; democracy</p> <p>Celebrating differences</p> <p>Perceptions of 'normal'; celebrating differences; challenging stereotypes; power struggles - being treated badly; why people bully; tackling bullying; how individuals can be celebrated (e.g. Paralympians)</p>	<p>a difference; recognising the achievements of others</p> <p>Healthy me</p> <p>Being motivated to care for my physical health; exploitation (e.g. modern slavery); why people join gangs and the risks involved; emotional and mental health; managing stress and pressure</p>	<p>marriage (as a lifelong commitment between two people); loss: dealing with grief; power and control: standing up for yourself; online safety (what is real/fake); using technology safely</p> <p>Changing Me</p> <p>Self and body image; real self and ideal self; how to challenge negative body talk; transition to secondary school</p>

*A powerful, knowledge-rich curriculum teaches both **declarative knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.

