

## 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.

At Dixons Music Primary, we use The Story Project as our main PSHE and RHE scheme. The skills and knowledge taught through the scheme has been grouped into 6 main themes. These are: Being a Good Friend, Celebrating Families, Looking After My Body and Mind, Keeping Safe, Becoming a Global Citizen and Growing Up.

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
EYFS	Knowledge introduced	<p><b>Jar of Happiness, Ailsa Burrows</b></p> <p>Identifying what makes me happy; communicating ways that I can help others feel happy; communicating what makes me feel sad; understanding how to help myself when I'm sad; how my friends and family can make me feel happy</p> <p><b>Luna Loves Library Day, Joseph Coelho</b></p> <p>Who is in my family and why they are important; what I like to do with my family; how I show love to my family; skills related to active listening eg. eye contact; how to show good manners</p>	<p><b>Here We Are, Oliver Jeffers</b></p> <p>The importance of looking after our planet; how to keep my classroom tidy and safe; how I can look after my body; what I would do if my body didn't feel well; how I show respect to all people</p> <p><b>Barbara Throws a Wobbler, Nadia Shireen</b></p> <p>What makes me feel angry; what makes me feel calm; the difference between feelings and actions; how to treat friends kindly; how to have kind hands</p>	<p><b>Oliver's Vegetables, Alison Bartlett and Vivian French</b></p> <p>Examples of health foods that are good for my body; how I include healthy foods in my diet; where fruits and vegetables come from and how to help them grow; why I need to drink water regularly; why exercise is important, and types I enjoy</p> <p><b>The New Small Person</b></p> <p>How a new baby can affect a family; how babies need to be cared for; how to take turns and share equipment; how I make others feel welcome; who I can talk to if I feel unsafe or worried</p>
	YEAR 1	<p><b>Peace at Last, Jill Murphy</b></p> <p>Why I need enough sleep; strategies to manage feeling tired; what helps me get a good nights sleep; ways I can help myself when I feel restless; why permission seeking is important, and the importance of saying no when uncomfortable</p> <p><b>Morris the Mankiest Monster, Giles Andreae</b></p> <p>How diseases spread and are controlled; the importance of personal hygiene; the importance of brushing my teeth twice daily; the right choices to live a healthy lifestyle; the consequences of not making the right choices to live a healthy lifestyle</p>	<p><b>Rocket Says Look Up, Nathan Byron</b></p> <p>What makes me individual; what my strengths are; sharing skills I am good at; the effects of spending too much time on devices; how to keep safe on the roads</p> <p><b>Angry Arthur, Hiawyn Oram</b></p> <p>Understanding appropriate and proportionate behaviour; the 5 point scale for basic emotions; why someone might have an inappropriate reaction and how to recognise that they need support; the importance of giving my brain a rest, and how I can relax; taking responsibility for my school environment</p>	<p><b>My Big Fantastic Family, Adam Guillian</b></p> <p>Different types of families; why all families deserve respect; the people who are important to me in my family; how families can change, and some of the emotions related to this; how families help each other in times of need</p> <p><b>The Friendship Bench, Wendy Medour</b></p> <p>How people choose and make friends; what makes a good friend; how my friends make me happy and vice-a-versa; how I make others feel welcome and included; what to do if a friend is making me unhappy</p>



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

		Cycle 1	Cycle 2	Cycle 3
YEAR 2	<b>Knowledge introduced</b>	<p><b>The Girl Who Never Made Mistakes, Gary Rubinstein</b></p> <p>Why mistakes help my learning; how I have learnt from my mistakes; how respecting myself and being kind to myself can help me to be happy; understanding perseverance; what helps me to persevere</p> <p><b>Ravi's Roar, Tom Percival</b></p> <p>It's OK to feel all emotions; reflecting on managing my emotions; what strategies help me to calm down; what is fair/unfair, right/wrong, kind/unkind; why it is good that people are different</p>	<p><b>Chicken Clicking, Jeanne Willis</b></p> <p>The benefits of going online; recognising the benefits of being online; rules and principles for being safe online; reporting problems; the value of the things we buy</p> <p><b>Aliens Love Underpants, Claire Freedman</b></p> <p>NSPCC Pants Talk; what type of physical contact is acceptable and how to respond if I'm uncomfortable; what to do if I feel unsafe; the difference between secrets and nice surprises</p>	<p><b>The Girl at the Front of the Class, Onjali Q. Rauf</b></p> <p>What a refugee is; what human rights are; how I understand the needs of others; how I can support others; some strategies for deciding if someone is trustworthy</p> <p><b>Grandad's Camper, Harry Woodgate</b></p> <p>Some of the feelings associated with change and loss; strategies for dealing with change and loss; how to get help in times of change and loss; the relationships I have with different family members; how helping others makes me happy</p>
	<b>Knowledge introduced</b>	<p><b>On a Magical Do Nothing Day, Beatrice Alemagna</b></p> <p>What nature is and how it benefits my mental wellbeing; the rights of living things, and why it's important to respect them; the importance of balance between online games and other hobbies; how I keep safe outside; strategies for managing disappointment</p> <p><b>Ruby's Worry, Tom Percival</b></p> <p>Understanding worries can be overwhelming, and where to get help if needed; what to do if I can't ask my family or friends for help; physical signs of worry; self-care techniques to use when worried; understanding and managing loneliness</p>	<p><b>It's a No Money Day, Kate Milner</b></p> <p>How people pay for things and the decisions people make about spending; how money can affect emotions; why people save or send money; what 'borrowed' means; how to keep money and possessions safe</p> <p><b>Faruq and the Wiri Wiri, Sophia Payne</b></p> <p>How food contributes to a balanced lifestyle; principles of planning and preparing healthy meals; choices about the food I eat and what affects the choices I make; how drinks contribute to a balanced lifestyle; what influences my goals and dreams</p>	<p><b>The Hundred Dresses, Eleanor Estes</b></p> <p>The characteristics of a good friend; ways I can manage friendship problems; the impact of bullying or cyberbullying, and how to stand up to this or get help; how bystanders can prevent bullying; ways I can improve my friendships</p> <p><b>Ossiri and the Bala Mengro, Katharine Quarmby</b></p> <p>Benefits of community participation on my mental wellbeing; how music benefits my mental wellbeing; importance of not giving up when something is hard; using a 5 point scale when I'm finding my work hard; giving constructive support and feedback to others</p>
YEAR 4	<b>Knowledge introduced</b>	<p><b>The Grand Hotel of Feelings, Lidia Brankovic</b></p> <p>A range of feelings and when I have felt these; why it's important to listen to our emotions; experiencing more than one feeling at a time; how my feelings might change as I grow up; what I could do if my feelings are too big to handle by myself</p> <p><b>Penguin Pig, Stuart Spendlow</b></p> <p>The risks of making friends online; the importance of treating people online the same as we do people in person; strategies for managing</p>	<p><b>This Moose Belongs to Me, Oliver Jeffers</b></p> <p>How friends should treat each other; politely saying 'no'; understanding that friendships have ups and downs; ways to repair a damaged friendship; how rules and laws protect me and others</p> <p><b>The Proudest Blue, Ibtihaj Muhammad</b></p> <p>My cultural heritage; ways my family and friends support me;</p>	<p><b>The Tunnel, Anthony Browne</b></p> <p>What a dare is and how they make people feel; using a 5 point scale to tell how risky something is; what peer pressure is and how to resist it; how taking risks can be positive and build resilience; what to do in an emergency situation</p> <p><b>Mama Miti, Donna Jo Napoli</b></p> <p>Safe and unsafe exposure to the sun, and risks of sun damage; how serving others helps</p>



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

		<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
		online bullying; how to critically consider sources of information; how information and data is shared and used online	how I show respect to people with different beliefs to me; different types of bullying and strategies to resist this; the impact of bullying on mental health	wellbeing; what a role model is and who mine are; what I am passionate about; respecting different languages
<b>YEAR 5</b>	<b>Knowledge introduced</b>	<p><b>The Colour Thief, Andrew Fusek Peters</b></p> <p>What mental illness is and how it varies in severity; how someone experiencing mental illness can get support; how people with mental health problems are supported; feelings involved with living with or supporting someone with mental illness; showing respect to all people</p> <p><b>The Boy Who Grew Flowers, Jen Wojtowicz</b></p> <p>The importance of respecting my body; body image and confidence; how images in the media do not always reflect reality; understanding and boosting self-esteem; the effects of bullying on mental wellbeing; making my classroom inclusive</p>	<p><b>Ada's Violin, Susan Hood</b></p> <p>Being part of the 'whole world' community; ways to protect my world; what makes a good team; skills that might be helpful to a future career; boosting my self-esteem</p> <p><b>Pizza Face, Rex Ogle</b></p> <p>Basic changes that happen during puberty; changing emotions during puberty; how people experience puberty differently; how to get advice if I'm unsure; positive changes as I grow up</p>	<p><b>Ritu Weds Chandni, Ameya Narvankar</b></p> <p>Why people choose to get married; different laws relating to marriage; different values and customs related to marriage, and showing respect for different types of marriage; traditions in my family; a range of national, regional, religious and ethnic identities in the UK</p> <p><b>Mum and Dad Glue, Kes Gray</b></p> <p>Reasons why married or unmarried couples may choose to separate; feelings associated with separation; strategies for dealing with feelings related to separation; what an affirmation is; helping friends in difficult situations</p>
	<b>Knowledge introduced</b>	<p><b>Aaron Slater Illustrator, Andrea Beaty</b></p> <p>Setting myself challenging goals; identifying what will help me achieve my goal and what will hold me back; strategies to help me overcome things that might hold me back; breaking down goals into smaller, manageable steps; discussing a range of careers</p> <p><b>Marcus Rashford, Little People Big Dreams</b></p> <p>What racism is and how I can stand up to it; strategies to manage difficult situations and how to seek help or advice from others, if needed; how I could prevent difficult situations online; people who have stood up for what they believe in; how I can stand up for what I believe in</p>	<p><b>Mary Earps, Little People Big Dreams</b></p> <p>What a stereotype is and how stereotypes can be unfair, negative or destructive; challenging stereotypes; what influences people's career choices; the benefits of exercise; how I can look after my physical health</p> <p><b>Sunny Side Up, Jennifer Holm and Matthew Holm</b></p> <p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking and how they affect everyone differently; strategies for resisting peer pressure related to drugs, smoking and alcohol and how I would get help if I was worried about myself or someone else taking drugs, smoking or drinking alcohol; why consent and permission seeking are important in a relationship; expressing my</p>	<p><b>Smile, Raina Telgemeier</b></p> <p>How friendships can change during adolescence and strategies for maintaining positive, respectful relationships; the impact that appearance, self-esteem and peer opinions can have on emotional wellbeing and how to seek support when needed; puberty brings physical and emotional changes which are a normal part of growing up; respect for differences in appearance, personality, interests and experiences; identify trusted adults and support networks</p> <p><b>Finding My Voice, Aoife Dooley</b></p> <p>Transition to secondary school; practical things to help me manage the transition to secondary school; strategies to help me manage my emotions during transition; goals for my time at secondary school; goals for beyond secondary school</p>
<b>YEAR 6</b>				



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

	Cycle 1	Cycle 2	Cycle 3
		needs calmly and assertively; how to be safe around water	including my career and other plans

\*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.

