Willow Primary School PSHCE Whole School Curriculum Coverage 2021-2022

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 **Core Theme: All Different, All Equal**	PSHCE		**Identity, society and equality: Me and others** • Pupils learn about what makes themselves and others special • Pupils learn about roles and responsibilities at home and school • Pupils learn about being co-operative with others	**Identity, society and equality: Mental health and emotional wellbeing** • Pupils learn what makes a good friend • Pupils learn about making friends who can help with friendships • Pupils learn about solving problems that might arise with friendships	**Identity, society and equality: Celebrating difference** • Pupils learn about valuing the similarities and differences between themselves and others • Pupils learn about what is meant by a community • Pupils learn about belonging to groups	**Identity, society and equality: Democracy** • Pupils learn about Britain as a democratic society • Pupils learn about how laws are made • Pupils learn about the local council • Pupils learn about belonging to groups	**Identity, society and equality: stereotypes, discrimination and prejudice (including tacking homophobia)** • Pupils learn about stereotyping, including gender stereotyping • Pupils learn about diversity and why it is important for a society to be diverse • Pupils learn about prejudice and discrimination and how this can make people feel	**Identify, society and equality: Human rights** • Pupils learn about human rights who have moved to Doncaster from other places, (including the experiences of refugees) • Pupils lean about human rights and the UN Convention on the Rights of the Child • Pupils learn about homelessness
	Online Safety – **Self Image and Identity**	• recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset	• recognise that there may be people online who could make someone feel sad, embarrassed or upset • give examples of when and how to speak to an adult I can trust and how they can help	• explain how other people may look and act differently online and offline • give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened and how they might get help	• explain what is meant by the term 'identity' • explain how people can represent themselves in different ways online • explain ways in which someone might change their identity depending on what they are doing online	• explain how my online identity can be different to my offline identity • describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this	• explain how identity online can be copied, modified or altered • demonstrate how to make responsible choices about having an online identity, depending on context	• identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online • can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline explain the importance of asking until I get the help needed

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Autumn 2 **Core Theme: Healthy Mind**	PSHCE		**Mental health and emotional wellbeing: Feelings** • Pupils learn about different types of feelings • Pupils learn about managing different feelings • Pupils learn about change and loss and how this can feel	**Mental health and emotional wellbeing: Friendship** • Pupils learn about what makes them special **(additional objective)** • Pupils learn about what makes other people special **(additional objective)** • Pupils learn about the importance of special people in their lives	**Mental health and emotional wellbeing: Strengths and challenges** • Pupils learn about celebrating achievements and setting personal goals • Pupils learn about dealing with put-downs • Pupils learn about positive ways to deal with set-backs	**Mental health and emotional wellbeing: Relationships and Mental Health** *–See planning from Sex and Relationship Education (Puberty emotions, feelings, behaviour and relationships) during this term* • Pupils are able to identify feelings and understand how they affect behaviour • Pupils learn to practise strategies for managing relationships • Pupils learn strategies to deal with feelings in the context of relationships	**Mental health and emotional wellbeing: Dealing with feelings** • Pupils learn about the stigma and discrimination that can surround mental health • Pupils learn about a wide range of emotions and feelings and how these are experienced in the body • Pupils learn about times of change and how this can make people feel • Pupils learn about the feelings associated with loss, grief and bereavement	**Mental health and emotional wellbeing: Healthy minds** • Pupils learn what mental health is • Pupils learn about what can affect mental health and some ways of dealing with this • Pupils learn about some everyday ways to look after mental health • Pupils learn about the stigma and the discrimination that can surround mental health
	Online Safety **Online Reputation**	• identify ways that I can put information on the internet	• recognise that information can stay online and could be copied • describe what information I should not put online without asking a trusted adult first	• explain how information put online about someone can last for a long time • describe how anyone's online information could be seen by others know who to talk to if something has been put online without consent or if it is incorrect	• explain how to search for information about others online • give examples of what anyone may or may not be willing to share about themselves online and explain the need to be careful before sharing anything personal explain who someone can ask if they are unsure about putting something online	• describe how to find out information about others by searching online explain ways that some of the information about anyone online could have been created, copied or shared by others	• search for information about an individual online and summarise the information found describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect	• explain the ways in which anyone can develop a positive online reputation explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity

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Spring 1 **Core Theme: Healthy Body**	PSHCE		**Drug, alcohol and tobacco education: What do we put into and on to bodies?** • Pupils learn about what can go into bodies and how it can make people feel • Pupils learn about what can go on to bodies and how it can make people feel	**Drug, alcohol and tobacco education: Medicines and me** • Pupils learn why medicines are taken • Pupils learn where medicines come from • Pupils learn about keeping themselves safe around medicines	**Alcohol and tobacco education: Tobacco is a drug** • Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people • Pupils learn about the effects and risks of smoking tobacco and secondhand smoke • Pupils learn about the help available for people to remain smoke free or stop smoking	**Drug, alcohol and tobacco education: Making choices** • Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them • Pupils learn about the effects and risks of drinking alcohol • Pupils learn about different patterns of behaviour that are related to drug use • Pupils learn that medicines are used to manage and treat medical conditions	**Drug, alcohol and tobacco education: Different influences** • Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis • Pupils learn about different influences on drug use – alcohol, tobacco and nicotine products • Pupils learn different strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol **Y5 school nurse visit – Growth and puberty talk**	**Drug alcohol and tobacco education: Weighing up risk** • Pupils learn about the risks associated with smoking drugs, uncluding tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs • Pupils learn about assessing the level of risk in different situations involving drug use • Pupils learn about ways to manage risk in situations involving drug use
	Online Safety – **Privacy and Security**	• identify some simple examples of my personal information (e.g. name, address, birthday, age, location) • describe who would be trustworthy to share this information	• explain that passwords are used to protect information, accounts and devices • recognise more detailed examples of information that is personal to someone	• explain how passwords can be used to protect information, accounts and devices • explain and give examples of what is meant by 'private' and 'keeping things private' • describe and explain some rules for keeping personal information private explain how some people may have	• describe simple strategies for creating and keeping passwords private • give reasons why someone should only share information with people they choose to and can trust • explain that if they are not sure or feel pressured	• describe strategies for keeping personal information private, depending on context • explain that internet use is never fully private and is monitored • describe how some online services may seek consent to store know how to respond appropriately and who to ask if un sure	• explain what a strong password is and demonstrate how to create one • can explain how many free apps or services may read and share private information explain what app permissions are and can give some examples	• describe effective ways people can manage passwords • explain what to do if a password is shared, lost or stolen • describe how and why people should keep their software and apps up to date • describe simple ways to increase privacy on apps and services that provide privacy settings • describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content

		with and why they are trusted	explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others	devices in their homes connected to the internet and give examples	then they should tell a trusted adult describe how connected devices can collect and share anyone's information with others			• know that online services have terms and conditions that govern their use

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		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 2 **Core Theme: Keeping Safe**	PSHCE		**Keeping safe and managing risk: Feeling safe** • Pupils learn about safety in familiar situations • Pupils learn about personal safety • Pupils learn about people who help keep them safe outside the home	**Keeping safe and managing risk: Indoors and outdoors** • Pupils learn about keeping safe in the home, including fire safety • Pupils learn about keeping safe outside • Pupils learn about road safety	**Keeping safe and managing risk: Bullying – see it, say it, stop it** • Pupils learn to recognise bullying and how it can make people feel • Pupils learn about different types of bullying and how to respond to bullying incidents • Pupils learn about what to do if they witness bullying	**Keeping safe and managing risk: Playing safe** • Pupils learn how to be safe in their computer gaming habits • Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks • Pupils learn what to do in an emergency • Pupils learn basic first aid procedures	**Keeping safe and managing risk: When things go wrong** • Pupils learn about keeping safe online • Pupils learn that violence within relationships is not acceptable • Pupils learn about problems that can occur when someone goes missing from home	**Keeping safe and managing risk: Keeping safe – out and about** • Pupils learn about feelings of being out and about in the local area with increasing independence • Pupils learn about recognising and responding to peer pressure • Pupils learn about the consequences of anti-social behaviour
	Online Safety **Managing Online Information**	• talk about how to use the internet as a way of finding information online • identify devices I could use to access information on the internet	• know how to find information using digital technologies, e.g. search engines, voice activated searching	• use simple keywords in search engines • demonstrate how to navigate a simple webpage to get to information I need • explain what voice activated searching is and how it	• demonstrate how to use key phrases in search engines to gather accurate information online • explain what autocomplete is and how to choose the best suggestion • explain how the internet can be used to sell and buy things • explain the difference between a 'belief',	• analyse information to make a judgement about probable accuracy • understand why it is important to make my own decisions regarding content and that my decisions are respected by others • describe how to search for information within a wide group of technologies • make a judgement about probable accuracy • describe some of the methods used to	• explain the benefits and limitations of using different types of search technologies • explain how some technology can limit the information presented • explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical' • evaluate digital content and can explain how to make choices about what is trustworthy • explain key concepts including: information, reviews, fact,	• explain how search engines work and how results are selected and ranked • explain how to use search technologies effectively • describe how some online information can be opinion and can offer examples • explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal • define the terms 'influence', 'manipulation' and 'persuasion'

				might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri) • explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' • explain why some information I find online may not be real or true	an 'opinion' and a 'fact' and give examples of how and where they might be shared online • explain that not all opinions shared may be accepted as true or fair by others describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened	encourage people to buy things online • recognise some of these when they appear online • explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true • explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be • explain what is meant by fake news	opinion, belief, validity, reliability and evidence • identify ways the internet can draw us to information for different agendas • describe ways of identifying when online content has been commercially sponsored or boosted • explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others • describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful • explain what is meant by a 'hoax' explain why someone would need to think carefully before sharing	and explain how someone might encounter these online • understand the concept of persuasive design and how it can be used to influences peoples' choices • demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important • explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this • describe the difference between online misinformation and dis-information • explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen identify, flag and report inappropriate content

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Summer 1 **Core Theme: Healthy Mind**	**PSHCE**		**Physical health and wellbeing: Fun times** • Pupils learn about food that is associated with special times, in different cultures • Pupils learn about active playground games from around the world • Pupils learn about sun safety	**Physical health and wellbeing: What keeps me healthy?** • Pupils learn about keeping well • Pupils learn about the importance of physical activity, sleep and rest • Pupils learn about people who help us to stay healthy and well and abut basic health and hygiene routines	**Physical health and wellbeing: What helps me choose?** • Pupils learn about making healthy choices about food and drinks • Pupils learn about how branding can affect what foods people choose to buy • Pupils learn about keeping active and some of the challenges of this	**Physical health and wellbeing: What is important to me?** • Pupils learn about why people may eat or avoid certain foods (religious, moral, cultural or health reasons) • Pupils learn about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) • Pupils learn about the importance of getting enough sleep	**Physical health and wellbeing: In the media** • Pupils learn about the stigma and discrimination that can surround physical health • Pupils learn about the physical differences in people in society • Pupils learn about disbilities, respect and equality	Keeping Safe Unit continued from Spring 2
	Online Safety - Health, Well-being and Lifestyle	• identify and give examples of rules that help keep us safe and healthy in and beyond the home when using technology	explain rules to keep myself safe when using technology both in and beyond the home	• explain simple guidance for using technology in different environments and settings know how those rules / guides can help anyone accessing online technologies	• explain why spending too much time using technology can sometimes have a negative impact on anyone • give some examples of both positive and negative activities where it is easy to spend a lot of time engaged explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable	• explain how using technology can be a distraction from other things, in both a positive and negative way • identify times or situations when someone may need to limit the amount of time they use technology	• describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively • describe some strategies, tips or advice to promote health and wellbeing with regards to technology • ecognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals explain how and why some apps and games may request or take payment for additional content and explain the importance of seeking permission from a trusted adult before purchasing	• describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose • recognise and discuss the pressures that technology can place on someone and how / when they could manage this • recognise features of persuasive design and how they are used to keep users engaged assess and action different strategies to limit the impact of technology on health

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		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 2 **Core Theme(s): Changes (Y2, Y4, Y6)** **Careers and Enterprise (Y1, Y3, Y5)**	PSHCE		**Core theme: Careers and enterprise** **Careers, financial capability and economic wellbeing: My money** • Pupils learn about where money comes from an making choices when spending money • Pupils learn about saving money and how it keeps us safe • Pupils learn about the different jobs people do **Changes GAP focus** **Big Talk – Relationship and Sex Education, Keeping Safe, Healthy and Happy** • Reinforcing and checking understadning from Big Talk Education in Reception • Happy and risky situations • Worries and concerns	**Core theme: Changes** **Sex and relationship education: Boys, girls and families** • Pupils learn to understand and respect the differences and similarities between people • Pupils learn about the biological differences between male and female animals and their role in the life cycle • Pupils learn the biological differences between male and famle children • Pupils learn about growing from young to old anf that they are growing and changing • Pupils learn that everybody needs to be cared for and ways in which they care for others • Pupils learn about different types of fanily anf how theit home-life is special **Big Talk – Relationship and Sex Education, Keeping Safe, Healthy and Happy** • Reinforcing and checking understadning from Big Talk Education in Y1 • Improper photographs • Innappropriate touches • Explosure to suitable media	**Core theme: Careers and enterprise** **Careers, financial capability and economic wellbeing: Saving, spending and budgeting about what influences** • Pupils learn about people's choices about spending and saving money • Pupils learn how people can keep track of their money • Pupils learn about the world of work **Changes GAP focus** **Big Talk – Relationship and Sex Education, Keeping Safe, Healthy and Happy** • Reinforcing and checking understadning from Big Talk Education in Y2 • Happy situations • Improper photographs • Innappropriate touches • Exposure to suitable media • Worries and concerns • Support and help for worries and concerns	**Core theme: Changes** **Sex and relationship education: Growing up and changing** • Pupils about the way we grow and change throughout the human lifecycle • Pupils learn about the physical changes associated with puberty • Pupils learn about menstruation and wet dreams • Pupils learn about the impact of puberty in physical hygiene and strategies for managing this • Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty • Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it **Big Talk – Relationship and Sex Education, Keeping Safe, Healthy and Happy** • Reinforcing and checking understadning from Big Talk Education in Y3 • Different kinds of families • Similarities and differences between boys and girls • The emotional and physical changes of growing up (puberty) • How babies are made, then develop in the womb etc. (reproduction). • Looking after our bodies and how to be safe and healthy	**Core theme: Careers and enterprise** **Careers, financial capability and economic wellbeing: Borrowing and earning money** • Pupils learn that money can be borrowed but there are risks associated with this • Pupils learn about enterprise • Pupils learn what influences people's decisions about careers **Changes GAP focus** **Big Talk – Relationship and Sex Education, Keeping Safe, Healthy and Happy** • Reinforcing and checking understadning from Big Talk Education in Y4 • Reproduction and puberty re-capped • Questions and discussions about puberty • Building on knowledge from Y4 about how babies develop and are born. • Pupils discuss trusted adults in school • Pupils learn about external support they can receive regarding SRE • Pupils discuss support networks at home if they want help, advice or more information.	**Core theme: Changes** **Sex and relationship education: Healthy relationships/How a baby is made** • Pupils learn about the changes that occur during puberty • Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact • Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships • Pupils learn about human reproduction in the context of the human lifecycle • Pupils learn about how a baby is made and grows (conception and pregnancy) • Pupils learn about roles and responsibilities of carers and parents • Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it **Big Talk – Relationship and Sex Education, Keeping Safe, Healthy and Happy** • Reinforcing and checking understadning from Big Talk Education in Y5 • Boys and girls separate for puberty and growth talk followed by questions and discussions • Pupils recap discussions about trusted adults in school • Pupils recap information about external support they can receive regarding SRE • Pupils recap discussions about support networks at home if they want help, advice or more information.

Online Safety – Copyright and Ownership	• know that work I create belongs to me • name my work so that others know it belongs to me	• explain why work I create using technology belongs to me • say why it belongs to me • save my work under a suitable title or name so that others know it belongs to me understand that work created by others does not belong to me even if I save a copy	• recognise that content on the internet may belong to other people • describe why other people's work belongs to them	• explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause	• consider who owns internet content whether they have the right to reuse it • give some simple examples of content which I must not use without permission from the owner	• assess and justify when it is acceptable to use the work of others • give examples of content that is permitted to be reused and know how this content can be found online	• demonstrate the use of search tools to find and access online content which can be reused by others demonstrate how to make references to and acknowledge sources I have used from the internet