



## Wood Fold Primary School PSHE, PSED and RSE Curriculum



Year Group	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Nursery	Children will be supported to; Manage transition from leaving parent/carer by using a timeline displayed in setting. Engage with others through look, gestures and speech. Take turns by playing turn taking games.	Children will be supported to; Attempt to do things by themselves – such as; putting on own coat, pumps and forest suit. Follow routines and boundaries – by using a visual display of rules, use of timer for sharing and adults to model interacting calmly and sensitively.	Children will be supported to; Develop friendships with other children. Select other peers to join in with an adult led activity. Express their feelings through words. Talk about what makes them happy, sad, angry or worried.	Children will be supported to; Select and use activities and resources, seeking help when needed Work towards resolving conflicts with adult support – adults tasking the children what they should do to resolve it. Learn through different opportunities to turn take and share. Begin to follow routines and boundaries and show an understanding of these boundaries within the classroom and wider school community.	Children will be supported to; Wait their turn, allowing others to share. Explore emotions through stories.	Children will be supported to; Show an understanding of how others are feeling. Talk about and manage their emotions.
Reception	<b><u>Living in the Wider World (Citizenship)</u></b> To understand what it means to belong to a class and part of the school community. To understand roles and responsibilities in the classroom, including tidying and lining up. To respect our classroom and the resources.	<b><u>Celebrating Diversity</u></b> To know special things about themselves. To know what being proud means and that people can be proud of different things. To explore physical similarities and differences. <b><u>Celebrations and Food</u></b> <ul style="list-style-type: none"><li>• Diwali</li><li>• Chinese New Year</li><li>• Christmas</li><li>• Easter</li></ul>	<b><u>Economic Wellbeing – Continuous Provision</u></b> Make a collection of different purses and wallets filled with coins for the children to play with. Set up a role-play café or shop and encourage the children to check the prices on the menu or items and support them to select the correct coins. They can take on different roles within the café or shop to develop an	<b><u>Relationships</u></b> To understand what it means to be a friend. To understand how to be a good friend to others. To understand how I can resolve conflict peacefully. To understand why turn-taking is important and how we can share. To learn how to develop teamwork skills.	<b><u>Community Project</u></b> The children will be raising money to donate to the 'Rainbow Ward' at Wigan Infirmary. With their donation, the children will create a card which they can all sign.  Rainbow Ward Hospital Staff to come in and speak to the children.	<b><u>Healthy Me</u></b> To understand the importance of handwashing. To know that dental health is an important part of their daily hygiene routine. To know how and why we need to keep our bodies clean. (showers/baths) To recognise healthy and unhealthy food choices. To know that sleep contributes to being healthy.



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			understanding of using and handling money.			To know the importance of exercise.
Year 1	<b><u>Living in the Wider World (Citizenship)</u></b> To know what being a good citizen means To know that I belong to my class. To consider everyone's right to learn in my class. To know my views are valued and contribute my ideas to our classroom rules. To recognise the choices I make and how they impact others.	<b><u>Celebrating Diversity</u></b> To understand what diversity is and why it matters. To explain how differences create diversity in our community. To recognise and celebrate the similarities and differences between one another. To recognise the qualities that makes us special and unique.	<b><u>Community Project</u></b> As part of their DT unit, the children will be making a healthy and delicious fruit salad which they will take to Greenacres Residential Care Home in Standish. They will take table cloths, orange juice and fresh fruits to serve to the residents.	<b><u>Economic Wellbeing</u></b> To understand what money is and where it comes from. To discuss things they can buy in the shops. To identify the difference between the things we want and the things we need. To know why it is important to keep money safe.	<b><u>Relationships</u></b> To learn about what makes a family. To understand that I belong to a family. To identify what being a good friend means to me. To explore different ways of being a good friend. To express my appreciation for the people in my special relationships.	<b><u>Healthy Me</u></b> To know how to keep myself clean and healthy. To understand and discuss what it means to make healthy choices. To understand the difference between being healthy and unhealthy. To understand the importance of dental health. To explore safe and unsafe exposure to the sun and the associated benefits and risks.
Year 2	<b><u>Living in the Wider World (Citizenship)</u></b> To know what the British Values are. To distinguish between right and wrong and to respect the law. To understand the rule of law. To appreciate the value and reason for laws and	<b><u>Celebrating Diversity</u></b> To explore differences and similarities I have from others in my class, school, community and country. To recognise that differences make the world a vibrant and exciting place to live. To gain an understanding of respect and tolerance.	<b><u>Economic Wellbeing</u></b> To know that there are different sources that money can come from. To identify some methods of payment. To revisit why it is important to keep money safe. To discuss the role of banks and building societies.	<b><u>Community Project</u></b> The children will work with the local gardening group 'Busy Bees' to sow annual flowers for the community gardens.	<b><u>Relationships</u></b> To Identify the different members of my family and understand my relationship with each of them. To recognise and respect that there are different types of families. To describe some differences between families.	<b><u>Healthy Me</u></b> To know what I need to keep my body healthy. To know which foods to eat to give my body energy. Recognise how medicines work in my body and how important it is to use them safely. Be able to identify helpful and harmful substances in the home.



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	understand that they are to govern and protect us.	To understand that sometimes people make assumptions about boys and girls.	To discuss ways that we can keep track of the money we spend.		To know which types of physical contact I like and don't like and can talk about this. To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.	To demonstrate an understanding of risk prevention strategies including storage and handling.
Year 3	<b><u>Living in the Wider World (Citizenship)</u></b> To know what the British Values are and why we have them. To explore the reasons for rules and laws in wider society. To consider the importance of laws, whether they govern the class, school or country. To understand the responsibilities of abiding by laws and the consequences when laws are broken.	<b><u>Celebrating Diversity</u></b> To learn about and explore visible differences. To understand that differences create diversity. To appreciate the value of being part of a diverse community. To understand how to embrace diversity within communities. To understand what discrimination and prejudice means and how to challenge these behaviours.	<b><u>Economic Wellbeing</u></b> To know where money comes from and how it is used. To identify what influences what we buy. To know about prioritising what we buy, thinking about things we need before things we want. To discuss advertisements and offers that try to influence what we buy. To know the importance of keeping track of what we spend.	<b><u>Relationships</u></b> To recognise what healthy friendships and relationships look like. To know the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality. To consider how to be a good friend. To learn how to deal with falling out and finding resolutions to conflicts. To understand that some words can be hurtful. To identify mental resilience strategies to withstand or ignore hurtful words. To identify feelings of anxiety associated with peer pressure.	<b><u>Healthy Me</u></b> To know how to identify typical hazards at home and in school. To know how to predict, assess and manage risk in everyday situations. (crossing the road safely) To understand the importance of following safety rules from parents and other adults. To learn about hazards (including fire risks) that may cause harm, injury or risk in the home and what you can do to reduce risks and keep safe. To know to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.	<b><u>Community Project</u></b> The children are going to be raising money and awareness to support 'Hop, Skip and Jump' a local charity, which aims to engage and inspire children and families with SEND.  Staff from 'Hop, Skip and Jump' to come into school and talk about understanding autism and share the work they do.
Year 4	<b><u>Living in the Wider World (Citizenship)</u></b>	<b><u>Celebrating Diversity</u></b> To explore what influences our assumptions of others.	<b><u>Community Project</u></b> The children are going to volunteer their time and provide enrichment to	<b><u>Economic Wellbeing</u></b> To revisit where money comes from and how it is used.	<b><u>Relationships</u></b> To recognise and respect that there are different types of families and	<b><u>Healthy Me</u></b> To have an understanding of how to keep themselves safe in the local



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	<p>To know what the British Values are and how they are relevant to us.</p> <p>To explore the advantages and disadvantages of democracy.</p> <p>To understand how the law in Britain works in contrast to other forms of government.</p> <p>To consider how well does democracy function in British politics.</p>	<p>To recognise differences between people such as gender, race, faith.</p> <p>To recognise what they have in common with others.</p> <p>To understand the importance of respecting the differences and similarities between people.</p>	<p>one of the care homes in Standish as part of the Alzheimer's Society Dementia Friends appeal. With support, they will be raising awareness and working with Millennium Care Ltd to help Standish become a dementia friendly community.</p>	<p>To describe different attitudes people may have towards money</p> <p>To consider different ways to pay and identify which options are more useful or appropriate in different contexts</p> <p>To analyse what influences people's decisions about spending money and how they manage those influences.</p>	<p>recognise that all family types should be valued and celebrated. (including same sex parents)</p> <p>To explore equality between males and females in society.</p> <p>To recognise how changes in a family can make someone feel and identify ways to manage these changes.</p> <p>To know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help.</p> <p>To recognise when, how and whom to ask for help with their friendships and relationships.</p>	<p>environment including road, rail and firework safety.</p> <p>To learn how to assess and manage risks, including those linked to peer-pressure.</p> <p>Understand the facts about smoking and its effect on health and wellbeing.</p> <p>To understand the dangers and effects of vaping and e-cigarettes.</p>
Year 5	<p><b><u>Community Project</u></b></p> <p>Year 5 will participate in 'The Big Standish Clean-Up'. Children will use litter pickers in and around our local area and volunteer their time to clean up.</p>	<p><b><u>Living in the Wider World (Citizenship)</u></b></p> <p>To recall what the British Values are and know their impact on British society today.</p> <p>To understand my rights and responsibilities as a citizen of my country and as a member of my school.</p> <p>To understand how democracy and having a voice benefits the school community.</p> <p>To understand that my actions affect other people locally and globally.</p>	<p><b><u>Celebrating Diversity</u></b></p> <p>To recognise that everyone should be treated equally.</p> <p>To understand the importance of listening to and respecting a wide range of people.</p> <p>To explore different types of discrimination.</p> <p>To explore both historical and current patterns of migration and immigration within, to and from the United Kingdom, and to think about how the movement of people affects a country.</p>	<p><b><u>Economic Wellbeing</u></b></p> <p>To recognise that people have different attitudes towards saving and spending money.</p> <p>To identify how budget, value and needs can influence decisions about spending money.</p> <p>To know different ways that money can be saved and kept safe, and why this is important</p> <p>To understand the importance of keeping track of money.</p>	<p><b><u>Relationships</u></b></p> <p>To know how to recognise, form and maintain positive healthy relationships of all kinds.</p> <p>To respond appropriately to indicators of unhealthy relationships.</p> <p>To know how to stay safe when using technology to communicate with my friends.</p> <p>To understand there are rights and responsibilities in an online community or social network.</p>	<p><b><u>Healthy Me</u></b></p> <p>To learn about some of risks and effects of (legal and illegal) drug and alcohol use and their impact on health.</p> <p>To learn about some of the reasons why people use drugs and alcohol to manage situations and peer influence.</p> <p>To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p>



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				To know about risks associated with money (e.g. money can be won, lost or stolen)	Identify when an online community feels unsafe or uncomfortable. To recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. To learn about the factors which contribute to a young person deciding to join a gang. To learn about the social, legal and physical consequences of gang behaviours. To learn how to seek help if worried about gang activity.	To know the importance of taking care of mental health. To know about the strategies and behaviours that support mental health. To know how boys' and girls' bodies change physically, emotionally and biologically during puberty. Understand the meaning of 'conception'. Describe how a baby develops from conception through the nine months of pregnancy. To know the importance of personal hygiene especially for those approaching puberty.
Year 6	<u><b>Living in the Wider World (Citizenship)</b></u> To recall what the British Values are and to know how the British values reflect life in modern Britain. To consider what life would be like without one or more of the British Values. To know that there are universal rights for all children but for many children these rights are not met. To explain some of the ways in which one person or a group can have power over another. (PREVENT)	<u><b>Community Project</b></u> The children will work to support local charity, The Brick. They will promote the importance of donations to create Christmas Hampers.	<u><b>Celebrating Diversity</b></u> To explore the meaning of personal identity and what contributes to it. To learn about the effect that stereotypes in the media can have on people who look different. To know how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extremist views. To explain ways in which difference can be both a source of conflict and means for celebration.	<u><b>Economic Wellbeing</b></u> To know about the different ways to pay for things and the choices people have about this. To learn what it means to be a critical consumer. To identify what should be considered before making a decision to buy a product or goods. To know that people's spending decisions can affect others and the environment (Fair trade, buying single-use plastics, or giving to charity. To identify the ways that money can impact on	<u><b>Relationships</b></u> To identify situations where permission needs to be asked for. To understand what is meant by 'personal boundaries' and how these might vary with different people. To identify differences between appropriate and inappropriate touch. To understand how being physically attracted to someone changes the nature of the relationship. To gain an understanding of domestic abuse and the underlying factors that	<u><b>Healthy Me</b></u> To revisit physical and emotional changes of puberty. To know how girls' and boys' bodies change during puberty. To revisit the meaning of conception. Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. To know the importance of taking care of mental health.



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				people's feelings and emotions. To know how and why money worries can have an impact on emotional wellbeing.	contributes to a person's propensity for abuse. To recognise when, how and whom to ask for help with their friendships and relationships.	Know the importance of positive self-esteem and how to develop it. To explore problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.
British Values	<p>The British values underpin what it is to be a British citizen in a modern and diverse Britain, and promote moral and cultural understanding that celebrates the diversity of the UK. The five British values are interwoven within our curriculum, however we will teach them explicitly as part of our PSHE Education in school.</p> <p><b><u>Living in the Wider World (Citizenship)</u></b>  Democracy The Rule of Law Individual Liberty</p> <p><b><u>Celebrating Diversity</u></b>  Mutual Respect Tolerance The Rule of Law</p> <p><b><u>Economic Wellbeing</u></b>  The Rule of Law</p> <p><b><u>Relationships</u></b>  Individual Liberty The Rule of Law Mutual Respect Tolerance</p> <p><b><u>Healthy Me</u></b>  Individual Liberty The Rule of Law</p>					

<u>Weeks</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
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<u>Focus</u>	<u>Being me in my World</u>	<u>Relationships</u>	<u>Dreams and Goals</u>	<u>Belonging</u>	<u>Our Planet</u>	<u>Change</u>
1	11.09.23 'Self-identity' 'Individual Liberty'	06.11.23 'Friendship'	08.01.23 'Aspirations'	26.02.23 'Our School Community'	15.04.23 'Reduce, re-use, recycle'	03.06.23 'Embracing change'
2	18.09.23 'Teamwork'	13.11.23 'Bullying' <i>Anti-Bullying week</i>	15.01.24 'Creativity and Courage'	04.03.23 'Prejudice and Discrimination'	22.04.23 'Water Wise'	10.06.23 'Responding to changes'
3	25.09.23 'Rule of Law' 'School Rules/UK Laws'	20.11.23 'Respect'	22.01.24 'Challenges'	11.04.03.23 'The Protected Characteristics'	29.04.23 'Community Spirit' <i>Busy Bees</i>	17.06.23 'Transition'
4	02.10.23 'Responsibilities'	27.11.23 'Gossip and Rumors'	29.01.24 'Learning from losing'	18.03.23 'Disabilities'	06.05.23 'Being Eco-Friendly'	24.06.23 'Reflection'
5	09.10.23 'Democracy' 'School Council/UK Government'	04.12.23 'Living well together'	05.02.24 'Resilience and determination'	25.03.23 'Tolerance'	13.05.23 'Influential People linked to the environment'	01.07.23 'Endings and beginnings'
6	15.10.23 'Actions and Consequences'	11.12.23 'The Gift of Giving' <i>The Brick Christmas Hampers</i>	12.02.24 'Influential People'	N/A	20.05.23 'Your planet, your future'	08.06.23 'Goal setting'