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| **SUBJECT: PSHE PRIMARY** | **PSHE CURRICULUM PLAN (Primary)**Planning toolkit to guide medium plans and quality assured resources for each theme can be found on the school network ( S:PSHE).Doncaster School for The Deaf PSHE curriculum is guided by the PSHE association  *Repetition in CSICT curriculum**(Autumn) so not to cover in Autumn.* |
|   | **Relationships** | **Living in the wider world** | **Health and Wellbeing** |
| *Families and friendships* | *Safe relationships* | *Respecting ourselves and others* | *Belonging to a community* | *Media literacy and digital resilience* | *Money and world* | *Physical health and mental wellbeing* | *Growing and changing* | *Keeping safe* |
| **Year 6** | Attraction to others;romantic relationships; civil partnership and marriage. | Recognising andmanaging pressure;consent in different situations. | Expressing opinions and respectingother points of view,including discussing topical issues. | Valuing diversity;challenging discrimination and stereotypes. | Evaluating mediasources; sharingthings online. | Influences andattitudes to money;money and financialrisks. | What affects mental health and ways to take care of it;managing change; managingtime online. | Human reproduction and birth; increasing independence; managingtransition. | Keeping personalinformation safe;regulations and choices; drug useand the law; drug use and the media. |
| **Year 5** | Managing friendships and peer influence. | Physical contact and feeling safe. | Responding respectfully to a wide rangeof people; recognising prejudice and discrimination. | Protecting the environment; compassion towards others. | How informationonline is targeted;different media types, their role and impact. | Identifying job interests and aspirations;what influencescareer choices; workplace stereotypes. | Healthy sleephabits; sun safety;medicines, vaccinations, immunisationsand allergies. | Personal identity;recognising individuality and differentqualities; mentalwellbeing. | Keeping safe indifferent situations,including respondingin emergencies, first aid. The dangers of FGM and other enforced body mutilations. |
|  **Year 4**  | Positive friendships,including online. | Responding to hurtful behaviour;managing confidentiality; recognisingrisks online. | Respecting differences and similarities; discussing difference sensitively. | What makes acommunity; sharedresponsibilities | How data is shared and used. | Making decisionsabout money; using and keeping money safe. | Maintaining a balanced lifestyle; oralhygiene and dental care. | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty. | Medicines andhousehold products;drugs common to everyday life. |
| **Year 3** | What makes afamily; features offamily life. | Respecting differences and similarities; discussing difference sensitively.; theimpact of hurtfulbehaviour. | Recognising respectful behaviour;the importance ofself-respect; courtesy and being polite. | The value of rules and laws; rights, freedoms and responsibilities | How the internetis used; assessinginformation online. | Different jobs and skills; job stereotypes; settingpersonal goals. | Health choices and habits; what affectsfeelings; expressingfeelings. | Personal strengthsand achievements;managing and reframing setbacks. | Risks and hazards;safety in the localenvironment andunfamiliar places. |
| **Year 2** | Making friends; feeling lonely and getting help. | Managing secrets; resisting pressureand getting help; recognising hurtfulbehaviour. | Recognising things in common and differences; playing and working cooperatively; sharing opinions. | Belonging to agroup; roles and responsibilities; being the same and different in thecommunity. | The internet in everyday life; onlinecontent and information. | What money is; needs and wants; looking after money. | Why sleep is important; medicinesand keeping healthy;keeping teethhealthy; managingfeelings and asking for help. | Growing older;naming body parts; moving class or year. | Safety in differentenvironments; risk and safety at home;emergencies. |
| **Year 1** | Roles of differentpeople; families;feeling cared for. | Recognising privacy;staying safe; seekingpermission. | How behaviouraffects others; beingpolite and respectful. | What rules are; caring for others’ needs; looking afterthe environment. | Using the internetand digital devices;communicat-ing online. | Strengths andinterests; jobs in thecommunity. | Keeping healthy; food and exercise,hygiene routines; sun safety. | Recognising whatmakes them unique and special; feelings;managing whenthings go wrong. | How rules and agerestrictions help us;keeping safe online. |
|  | **Relationships** | **Living in the wider world** | **Health and Wellbeing** |