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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 and  managing pressure;  consent in different situations. | Expressing opinions and respecting  other points of view,  including discussing topical issues. | Valuing diversity;  challenging discrimination and stereotypes. | Evaluating media  sources; sharing  things online. | Influences and  attitudes to money;  money and financial  risks. | What affects mental health and ways to take care of it;  managing change; managing  time online. | Human reproduction and birth; increasing independence; managing  transition. | Keeping personal  information safe;  regulations and choices; drug use  and the law; drug use and the media. |
| **Year 5** | Managing friendships and peer influence. | Physical contact and feeling safe. | Responding respectfully to a wide range  of people; recognising prejudice and discrimination. | Protecting the environment; compassion towards others. | How information  online is targeted;  different media types, their role and impact. | Identifying job interests and aspirations;  what influences  career choices; workplace stereotypes. | Healthy sleep  habits; sun safety;  medicines, vaccinations, immunisations  and allergies. | Personal identity;  recognising individuality and different  qualities; mental  wellbeing. | Keeping safe in  different situations,  including responding  in emergencies, first aid. The dangers of FGM and other enforced body mutilations. |
| **Year 4** | Positive friendships,  including online. | Responding to hurtful behaviour;  managing confidentiality; recognising  risks online. | Respecting differences and similarities; discussing difference sensitively. | What makes a  community; shared  responsibilities | How data is shared and used. | Making decisions  about money; using and keeping money safe. | Maintaining a balanced lifestyle; oral  hygiene and dental care. | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty. | Medicines and  household products;  drugs common to everyday life. |
| **Year 3** | What makes a  family; features of  family life. | Respecting differences and similarities; discussing difference sensitively.; the  impact of hurtful  behaviour. | Recognising respectful behaviour;  the importance of  self-respect; courtesy and being polite. | The value of rules and laws; rights, freedoms and responsibilities | How the internet  is used; assessing  information online. | Different jobs and skills; job stereotypes; setting  personal goals. | Health choices and habits; what affects  feelings; expressing  feelings. | Personal strengths  and achievements;  managing and reframing setbacks. | Risks and hazards;  safety in the local  environment and  unfamiliar places. |
| **Year 2** | Making friends; feeling lonely and getting help. | Managing secrets; resisting pressure  and getting help; recognising hurtful  behaviour. | Recognising things in common and differences; playing and working cooperatively; sharing opinions. | Belonging to a  group; roles and responsibilities; being the same and different in the  community. | The internet in everyday life; online  content and information. | What money is; needs and wants; looking after money. | Why sleep is important; medicines  and keeping healthy;  keeping teeth  healthy; managing  feelings and asking for help. | Growing older;  naming body parts; moving class or year. | Safety in different  environments; risk and safety at home;  emergencies. |
| **Year 1** | Roles of different  people; families;  feeling cared for. | Recognising privacy;  staying safe; seeking  permission. | How behaviour  affects others; being  polite and respectful. | What rules are; caring for others’ needs; looking after  the environment. | Using the internet  and digital devices;  communicat-ing online. | Strengths and  interests; jobs in the  community. | Keeping healthy; food and exercise,  hygiene routines; sun safety. | Recognising what  makes them unique and special; feelings;  managing when  things go wrong. | How rules and age  restrictions help us;  keeping safe online. |
|  | **Relationships** | | | **Living in the wider world** | | | **Health and Wellbeing** | | |