



Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PSHE+C	Autumn 1	Relationships	Relationships	Relationships	Relationships	Health and Wellbeing	Living in the Wider World
<u>Article 12:</u>		Oracy Exploratory	Oracy Exploratory	Oracy Exploratory	Oracy Exploratory	Oracy Exploratory	
Children have		Question: What is the	Question: What makes a	Question: How can we be	Question: How do we	Question: What makes up a	Oracy Exploratory
a right to be		same and different about	good friend?	a good friend?	treat each other with	person's identity?	Question: How can the
heard and to		us?			respect?		media influence people?
say what				Themes: Friendship;		Themes: Identity; personal	
they think		Themes: Ourselves and	Themes: Friendships;	making positive	Themes: Respect for self	attributes and qualities;	Themes: Media literacy
should		others; similarities and	feeling lonely; managing	friendships; managing	and others; courteous	similarities and	and digital resilience;
happen when		differences; individuality;	arguments.;	loneliness; dealing with	behaviour; safety; human	differences; individuality;	influences and decision-
decisions are		our bodies; Feelings and		arguments	rights	stereotypes	making; online
being made		Emotions	PSHE Curriculum:				safety
about them.			- how to develop and	PSHE Curriculum:	PSHE Curriculum:	PSHE Curriculum:	
		PSHE Curriculum:	maintain a variety of	- how to develop and	how to develop and	- about managing change,	PSHE Curriculum:
		- how to develop and	healthy relationships,	maintain a variety of	maintain a variety of	including puberty,	- about respect for self
		maintain a variety of	within a range of	healthy relationships,	healthy relationships,	transition and loss	and others and the
		healthy relationships,	social/cultural contexts	within a range of	within a range of	- how to make informed	importance of
		within a range of	- how to recognise and	social/cultural contexts	social/cultural contexts	choices about health and	responsible behaviours
		social/cultural contexts	manage emotions within a	- how to recognise and	- how to recognise and	wellbeing and to recognise	and actions
		- how to recognise and	range of relationships	manage emotions within a	manage emotions within a	sources of help with this	- about rights and
		manage emotions within a	- how to recognise risky	range of relationships	range of relationships	- about rights and	responsibilities as
		range of relationships	or negative relationships	- how to recognise risky	- how to recognise risky	responsibilities as members	members of families,
		- how to respond to risky	including all forms of	or negative relationships	or negative relationships	of families, other groups	other groups and
		or negative relationships	bullying and abuse	including all forms of	including all forms of	and	ultimately as citizens
		and ask for help	- how to respond to risky	bullying and abuse	bullying and abuse	ultimately as citizens	- about different groups
		- how to respect equality	or negative relationships	- how to respond to risky	- how to respond to risky	<ul> <li>about different groups</li> <li>and communities</li> </ul>	and communities
		and diversity in	and ask for help	or negative relationships	or negative relationships		- to respect equality and
		relationships.	<ul> <li>how to respect equality and diversity in</li> </ul>	and ask for help - how to respect equality	and ask for help - how to respect equality	- to respect equality and to be a productive member of	to be a productive member of a diverse
		Class Charter	relationships.	and diversity in	and diversity in	a diverse community	community
		class charter	relationships.	relationships.	relationships.	a arverse community	- about the importance
				reid nonships.	reid nonsnips.	Class charter	of respecting and
			Class Charter		Class charter	Electing school council	protecting the
				Class charter	Electing school council	Licening school council	environment
				Electing school council	Licenny school couldi		- how money plays an
				Licennig School couldin			important part in people's
	Autumn 2	Relationships	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Living in the Wider World	lives
			i carri ana ri choonig	i isaini ana menseng	i iouiin and in one ong		- a basic understanding
					Oracy Exploratory	Oracy Exploratory	of enterprise.
					Question: What	Question: What decisions	



Whole School PSHE								
	Oracy Exploratory Question: Who is special to us? Themes: Ourselves and others; people who care for us; groups we belong to; families <u>PSHE Curriculum:</u> - how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts - how to recognise and manage emotions within a range of relationships - how to respect equality and diversity in relationships.	Oracy Exploratory Question: who helps us to stay safe? Themes: Keeping safe; recognising risk; rules EWO - Visitor (Safe and Well) <u>PSHE Curriculum:</u> - how to maintain physical, mental and emotional health and wellbeing - how to manage risks to physical and emotional health and wellbeing - ways of keeping physically and emotionally safe - how to make informed choices about health and wellbeing and to recognise sources of help with this - how to respond in an emergency - to identify different influences on health and wellbeing.	Oracy Exploratory Question: What keeps us safe? Themes: Keeping safe; at home and school; our bodies; hygiene; medicines and household products <u>PSHE Curriculum:</u> - what is meant by a healthy lifestyle - how to maintain physical, mental and emotional health and wellbeing - how to manage risks to physical and emotional health and wellbeing - ways of keeping physically and emotionally safe - how to make informed choices about health and wellbeing and to recognise sources of help with this - how to respond in an emergency - to identify different influences on health and wellbeing.	strengths, skills and interests do we have? Themes: Self-esteem: self-worth; personal qualities; goal setting; managing set backs <u>PSHE Curriculum:</u> - how to maintain physical, mental and emotional health and wellbeing - how to make informed choices about health and wellbeing and to recognise sources of help with this - to identify different influences on health and wellbeing.	can people make with money? Themes: Money; making decisions; spending and Saving <u>PSHE Curriculum:</u> - about respect for self and others and the importance of responsible behaviours and actions - about rights and responsibilities as members of families, other groups and ultimately as citizens - about different groups and communities - about the importance of respecting and protecting the environment - about where money comes from, keeping it safe and the importance of managing it effectively - how money plays an important part in people's lives - a basic understanding of enterprise.	Class charter Electing school council		
Spring 1	Health and wellbeing Oracy Exploratory Question: What helps us to stay healthy? Themes: Being healthy; hygiene; medicines; people who help us with health	Living in the Wider World Oracy Exploratory Question: What jobs do people do? Themes: People and jobs; money; role of the Internet	Relationships Oracy Exploratory Question: What are families like? Themes: Families; family life; caring for each other PSHE Curriculum:	Health and Wellbeing Oracy Exploratory Question: How can we manage our feelings? Themes: Feelings and emotions; expression of feelings; behaviour	Health and Wellbeing Oracy Exploratory Question: How can we help in an accident or emergency? Themes: Basic first aid, accidents, dealing with Emergencies	Health and Wellbeing Oracy Exploratory Question: How can we keep healthy as we grow? <u>PSHE Curriculum:</u> - what is meant by a healthy lifestyle		

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Whole School PSHE									
	PSHE Curriculum: - what is meant by a healthy lifestyle - how to maintain physical, mental and emotional health and wellbeing - how to manage risks to physical and emotional health and wellbeing - ways of keeping physically and emotionally safe - how to make informed choices about health and wellbeing and to recognise sources of help with this - to identify different influences on health and wellbeing.	PSHE Curriculum: - about rights and responsibilities as members of families, other groups and ultimately as citizens - about different groups and communities - to respect equality and to be a productive member of a diverse community - about where money comes from, keeping it safe and the importance of managing it effectively - how money plays an important part in people's lives - a basic understanding of enterprise.	how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts - how to recognise and manage emotions within a range of relationships - how to respect equality and diversity in relationships.	PSHE Curriculum: - how to maintain physical, mental and emotional health and wellbeing - how to manage risks to physical and emotional health and wellbeing - ways of keeping physically and emotionally safe -about managing change, including puberty, transition and loss - how to make informed choices about health and wellbeing and to recognise sources of help with this - how to respond in an emergency	<u>PSHE Curriculum:</u> - how to maintain physical, mental and emotional health and wellbeing - how to manage risks to physical and emotional health and wellbeing - ways of keeping physically and emotionally safe - how to make informed choices about health and wellbeing and to recognise sources of help with this - how to respond in an emergency - to identify different influences on health and wellbeing.	<ul> <li>how to maintain physical, mental and emotional health and wellbeing</li> <li>how to manage risks to physical and emotional health and wellbeing</li> <li>ways of keeping physically and emotionally safe</li> <li>about managing change, including puberty, transition and loss</li> <li>how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>how to respond in an emergency</li> <li>to identify different influences on health and wellbeing.</li> </ul>			
Spring 2	Living in the Wider World Oracy Exploratory Question: What can we do with money? Themes: Money; making choices; needs and wants <u>PSHE Curriculum:</u> - about respect for self and others and the importance of responsible behaviours and actions - about rights and responsibilities as	Relationships Oracy Exploratory Question: What is bullying? Themes: Behaviour; bullying; words and actions; respect for others <u>PSHE Curriculum:</u> - how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts	Living in the Wider World Oracy Exploratory Question: What makes a community? Themes: Community; belonging to groups; similarities and differences; respect for others <u>PSHE Curriculum:</u> - about respect for self and others and the importance of responsible behaviours and actions	Health and Wellbeing Oracy Exploratory Question: How will we grow and change? Themes: Growing and changing: Puberty <u>PSHE Curriculum:</u> - ways of keeping physically and emotionally safe -about managing change, including puberty, transition and loss	Relationships: Oracy Exploratory Question: How can friends communicate safely? Themes: Friendships; relationships; becoming independent; online safety <u>PSHE Curriculum:</u> - how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts				



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	members of families, other groups and ultimately as citizens - to respect equality and to be a productive member of a diverse community - about the importance of respecting and protecting the environment - about where money comes from, keeping it safe and the importance of managing it effectively - how money plays an important part in people's lives - a basic understanding of enterprise.	<ul> <li>how to recognise and manage emotions within a range of relationships</li> <li>how to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>how to respond to risky or negative relationships and ask for help</li> <li>how to respect equality and diversity in relationships.</li> </ul>	- about rights and responsibilities as members of families, other groups and ultimately as citizens - about different groups and communities - to respect equality and to be a productive member of a diverse community	- how to make informed choices about health and wellbeing and to recognise sources of help with this - to identify different influences on health and wellbeing.	<ul> <li>how to recognise and manage emotions within a range of relationships</li> <li>how to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>how to respond to risky or negative relationships and ask for help</li> <li>how to respect equality and diversity in relationships.</li> </ul>	
Summer 1	Health and Wellbeing Oracy Exploratory Question: who helps to keep us safe? Themes: Keeping safe; people who help us <u>PSHE Curriculum:</u> - how to maintain physical, mental and emotional health and wellbeing - how to manage risks to physical and emotional health and wellbeing - ways of keeping physically and emotionally safe	Health and Wellbeing Oracy Exploratory Question: What helps us grow and stay healthy? Themes: Being healthy: eating, drinking, playing and sleeping <u>PSHE Curriculum:</u> - what is meant by a healthy lifestyle - how to maintain physical, mental and emotional health and wellbeing - ways of keeping physically and emotionally safe	Health and Wellbeing Oracy Exploratory Question: Why should we eat well and look after our teeth? Themes: Being healthy: eating well, dental care <u>PSHE Curriculum:</u> - what is meant by a healthy lifestyle - how to maintain physical, mental and emotional health and wellbeing - ways of keeping physically and emotionally safe	Living in the Wider World Oracy Exploratory Question: How can our choices make a difference to others and the environment? Themes: Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions <u>PSHE Curriculum:</u> - about respect for self and others and the importance of responsible behaviours	Health and Wellbeing Oracy Exploratory Question: How can drugs common to everyday life affect health? Themes: Drugs, alcohol and tobacco; healthy Habits <u>PSHE Curriculum:</u> - what is meant by a healthy lifestyle - how to maintain physical, mental and emotional health and wellbeing - how to manage risks to physical and emotional health and wellbeing	RelationshipsOracy Exploratory Question: What will change as we become more independent?How do friendships change as grow?Themes: Different relationships, changing and growing, adulthood, independence, moving to secondary schoolPSHE Curriculum: how to develop and maintain a variety of healthy relationships,

	- how to make informed choices about health and	- how to make informed choices about health and	- how to make informed choices about health and	and actions - about rights and	- ways of keeping physically and emotionally safe	within a range of social/cultural contexts		
	wellbeing and to recognise	wellbeing and to recognise	wellbeing and to recognise	responsibilities as	-about managing change,	- how to recognise and		
	sources of help with this	sources of help with this	sources of help with this	members of families,	including puberty,	manage emotions within a		
	- how to respond in an	- to identify different	- to identify different	other groups and	transition and loss	range of relationships		
	emergency	influences on health and	influences on health and	ultimately as citizens	- how to make informed	- how to recognise risky		
		wellbeing.	wellbeing.	- about different groups	choices about health and	or negative relationships		
		5	5	and communities	wellbeing and to recognise	including all forms of		
				- to respect equality and	sources of help with this	bullying and abuse		
				to be a productive	- how to respond in an	- how to respond to risky		
				member of a diverse	emergency	or negative relationships		
				community	- to identify different	and ask for help		
				- about the importance of	influences on health and	- how to respect equality		
				respecting and protecting	wellbeing.	and diversity in		
				the environment		relationships.		
Summer 2	Living in the Wider	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Living in the Wider World			
Summer 2	World	Health and weilbeing	Health and wendering	Health and weilbeing	Living in the wider world			
		Oracy Exploratory	Oracy Exploratory	Oracy Exploratory	Oracy Exploratory			
	Oracy Exploratory	Question: How do we	Question: Why should we	Question:	Question: What jobs would			
	Question: how can we look	recognise our feelings?	keep active and sleep	How can we manage risk in	we like?			
	after each other in the		well?	different places?				
	world?	Themes: Feelings; mood;		·	Themes: Careers;			
		times of change; loss and	Themes: Being healthy:	Themes: Keeping safe; out	aspirations; role models;			
	Themes:	bereavement; growing up	keeping active, taking rest	and about; recognising	the future			
	Ourselves and others; the			and managing risk				
	world around us; caring	PSHE Curriculum:	PSHE Curriculum:		PSHE Curriculum:			
	for others; growing and	- how to maintain physical,	- what is meant by a	PSHE Curriculum:	- about respect for self			
	changing	mental and emotional	healthy lifestyle	- how to maintain physical,	and others and the			
		health and wellbeing	- how to maintain physical,	mental and emotional	importance of responsible			
	PSHE Curriculum:	- how to manage risks to	mental and emotional	health and wellbeing	behavioursand actions			
	- about respect for self	physical and emotional	health and wellbeing	- how to manage risks to	- about rights and			
	and others and the importance of responsible	health and wellbeing - ways of keeping	- ways of keeping physically and emotionally	physical and emotional health and wellbeing	responsibilities as members of families, other groups			
	behaviours and actions	physically and emotionally	safe	- ways of keeping	and ultimately as citizens			
	- about rights and	safe	- how to make informed	physically and emotionally	- about different groups			
	responsibilities as	-about managing change,	choices about health and	safe	and communities			
	members of families,	including puberty,	wellbeing and to recognise					
	other groups and	transition and loss	sources of help with this					
	orner groups and	in unstition unu loss	sources of help with this					

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Whole School PSHE							
		ultimately as citizens - about different groups and communities - to respect equality and to be a productive member of a diverse community - about the importance of respecting and protecting the environment	- how to make informed choices about health and wellbeing and to recognise sources of help with this	- to identify different influences on health and wellbeing.	<ul> <li>how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>how to respond in an emergency</li> <li>to identify different influences on health and wellbeing.</li> </ul>	<ul> <li>to respect equality and to be a productive member of a diverse community</li> <li>about the importance of respecting and protecting the environment</li> <li>about where money comes from, keeping it safe and the importance of managing it effectively</li> <li>how money plays an important part in people's lives</li> <li>a basic understanding of enterprise.</li> </ul>	
	Citizenship	• develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood	• develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood	• develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood	• develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood	<ul> <li>develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood</li> <li>State Chamber Visit: <ul> <li>acquire a sound knowledge and understanding of how the States of Jersey is governed, its political system and how citizens participate actively in its democratic systems of government <ul> <li>develop a sound knowledge and understanding of the role of law and the justice system in our society and</li> </ul> </li> </ul></li></ul>	• develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood







		how laws are shaped and	
		enforced	
		<ul> <li>are equipped with the</li> </ul>	
		skills to think critically and	
		debate political questions,	
		to enable them to manage	