

The LIFE Colchester Curriculum for PSHE Year B

Years 1 and 2

Key Knowledge – Factual information that children will acquire in the topic

Skills Progression – the building of key skills that children will develop as they go through the year groups and through the topic

Rationale – to include: why you teach this topic at all, why you teach it at your school and why you teach it in this sequence. Please make reference to any cross curricular links, school values and British Values

Subject Intent Statement

The Colchester School's Personal, Social, Health and Economic (PSHE) and Relationships Education (RSE) Curriculum helps pupils to become healthy, independent and responsible members of society.

We aim to promote personal development in a structured and developmentally appropriate way in order to provide pupils with the knowledge, understanding, attitudes and values to live safely, confidently and happily in Modern Britain. We enable children to develop their sense of self-worth by encouraging them to play a positive role in contributing to school life and the wider community. Our curriculum covers a wide range of topics relating to physical and mental health, wellbeing, safeguarding and healthy relationships. British values

PSHE and RSE teaching across the Colchester schools enables pupils to establish and maintain meaningful and fulfilling relationships, characterised by respect for themselves and others, both at home, at school, and within the local community. They are encouraged to make informed choices about mental health, physical health and well-being, and they know where and how to seek help if needed. Pupils are taught to show respect and compassion for themselves and others within the wider world, and they will acquire the curiosity and confidence to question, challenge and reflect upon moral, social and cultural issues that are part of growing up in the modern world.

Topic	Key knowledge This should include national curriculum statements	Skills Progression	Vocabulary	Rationale
<p align="center">Me and the World I Live In</p>	<ol style="list-style-type: none"> 1. Know and identify hopes and fears for the year ahead 2. Know and understand the rights and responsibilities of class members 3. Know how to choose a realistic goal and think about how to achieve it 4. Know that it is important to persevere 5. Know some of the jobs people do to look after the local community 6. Know some of the different ways we get money and some of the different forms it comes in 7. Know the difference between the things that we need to spend money on and the things that we want to spend money on 	<ol style="list-style-type: none"> 1. Be able to recognise own feelings and know when and where to get help 2. Be able to help to make their class a safe and fair place 3. Be able to describe their own achievements and the feelings linked to this 4. Be able to set realistic goals and work together to achieve them 5. Be able to recognise the contribution people make to the local community 6. Be able to understand how to look after money to keep it safe 7. Be able to understand the difference between needs and wants and that choosing how to spend our money can sometimes be difficult 	<p>Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem- Solving, Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Job, Role, Community Money, Earn, Coins, Notes, Save, Safe, Job, Need, Want, Choice, Spend</p>	<p>Our PSHE curriculum is designed to empower pupils with essential life skills and values, aligned with our school ethos of boundless creativity, courageous optimism, and heartfelt compassion, as well as British Values. By teaching pupils to recognise their hopes and fears, understand rights and responsibilities, set realistic goals, persevere, and develop financial literacy, we foster their personal, social, and emotional development. This sequential approach equips pupils with the necessary skills to navigate challenges, contribute positively to their communities, and make informed decisions, promoting their holistic growth and success.</p>
<p align="center">Relationships and Valuing Difference</p>	<ol style="list-style-type: none"> 1. Know that families look after us and know some words to describe how people are related 2. Know that families may be different to my family 3. Know some characteristics of a positive friendship 4. Know some problems which might happen in friendships but that these can be overcome. 5. Know that it is called stereotyping when people make assumptions about boys and girls 6. Know that there are ways we can remember people or events 	<ol style="list-style-type: none"> 1. Be able to understand that families offer love, care and support 2. Be able to explore how families are different to each other 3. Be able to explore friendly behaviours 4. Be able to understand difficulties in friendships and discuss how problems can be overcome 5. Be able to understand that assumptions are sometimes made about gender, but these can be challenged 6. Be able to explore how loss and change can affect us 	<p>Family, Relation, Mum, Dad, Parent, Brother, Sister, Grandad, Grandma, Grandparent, Uncle, Aunt, Cousin, Love, Care, Support, Respect, Same, Similar, Different, Friend, Kind, Trust, Generous, Share, Listen, Fun, Helpful, Truth, Good friendships, Respect, Falling out, Problem, Solution, Welcome, Included, Favourite, Boy/male, Girl/female, Stereotype, Job, Career Change, Remember, Happy, Sad, Upset, Death</p>	<p>This topic supports our school's values of courageous optimism and heartfelt compassion by encouraging pupils to develop positive relationships, embrace diversity and respect differences. Aligned with the statutory guidance for relationships education (2021), the learning addresses the fundamentals of positive relationships, including family dynamics, friendship qualities, and the importance of respect and kindness. Pupils develop skills to recognise and appreciate differences, navigate challenges in friendships, challenge stereotypes, and understand the impact of loss and change. By promoting British Values of mutual respect and tolerance, pupils learn to build inclusive communities both online and offline, setting the stage for a lifetime of positive relationships and emotional resilience.</p>

<p style="text-align: center;">Health, Safety and Change</p>	<ol style="list-style-type: none"> 1. Know how to wash hands properly 2. Know that food and drinks with lots of sugar are bad for my teeth. 3. Know the importance of exercise to stay healthy 4. Know that some things are unsafe to put into our body and to only take medicine when a trusted adult says we can 5. Know who the emergency services are and that an emergency is someone is badly hurt, very ill or a serious accident has happened 6. Know the difference between secrets and surprises 7. Know the names of parts of my body including private parts 	<ol style="list-style-type: none"> 1. Understand we can limit the spread of germs by having good hand hygiene 2. Explore the effect that food and drink can have on my teeth. 3. Understand some of the benefits of exercise on body and mind 4. Understand what is un/safe to put into our bodies and how to be safe around medicines 5. Practising making an emergency phone call 6. identify whether something is a secret or a surprise 7. Understand what 'private' means and what to do if I'm worried about something 	<p>Dirt, Hands, Germs, Wash, Soap, Water, Scrub, Clean Tooth, Teeth, Sugary Drink, Healthy, Brush Sport, Activity, Physical, Exercise, Health, Feeling Into, Onto, Adult, Danger, Ill, Damage, Medicine Police, Fire, Ambulance, Emergency, 999 Excited, Good. Happy, Surprise, Secret, Unhappy, Worried, Private, Pants, Penis, Vulva (And Other Body Parts)</p>	<p>This topic equips pupils with essential life skills, fostering their well-being and awareness of safety. Pupils develop their understanding of fundamental hygiene practices, including handwashing, dental health and the importance of exercise. By integrating cross-curricular links, such as science and physical education, we provide a holistic approach to learning. We empower pupils to understand the role of emergency services and differentiate between secrets and surprises, laying the groundwork for respectful communication and safeguarding. This sequential approach ensures that pupils not only acquire essential knowledge but also develop critical skills to navigate health-related challenges confidently and optimistically, promoting a positive and safe learning environment.</p>
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