

The LIFE Colchester Curriculum for PSHE Year B

Years 3 and 4

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 how individual attitudes and actions make a difference to a class 2. Know what their own hopes and dreams are and that hopes and dreams don't always come true 3. Know about the different roles including my own role in the school community 4. Know about key rights from the UNCRC and discuss how they are applied in our school/ Know what democracy is (applied to pupil voice in school) 5. Know that human rights are specific rights that apply to all people 6. Know different ways that I can pay for things and keep track of money 7. Know that budgeting is planning how to spend and save the money that you have available. 	<ol style="list-style-type: none"> 1. Be able to identify the feelings associated with being included or excluded and make others feel valued and included 2. Be able to talk about their hopes and dreams and the feelings associated with these (including disappointment) 3. Be able to take on a role in a group discussion/task and contribute to the overall outcome 4. Be able to apply UNCRC rights to our school environment/ Be able to recognise my own contribution to democracy in the school community. 5. Be able to discuss how we can help to protect human rights 6. Be able to recognise how and why people decide to spend their money 7. Be able to plan and calculate with a budget. 	<p>Included, Excluded, Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Role, Job Description, School Community, Responsibility, Democracy, UN Convention On Rights Of Child (UNCRC), Rights, Responsibility, Human Rights, United Nations, Protect, MP, Judges, Politicians, Money, Priorities, Needs, Wants, Budget, Plan, Spend , Save, Expense</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. This topic promotes holistic development by teaching pupils about their roles, rights, and responsibilities, fostering empathy, and enhancing financial literacy. By understanding individual attitudes and actions, community roles, democracy, hopes and dreams, and financial management, pupils are empowered to make informed decisions and contribute positively to their school and society. This sequence builds a solid foundation for personal growth, active citizenship, and practical life skills.</p>
<p>Relationships and Valuing Differences</p>	<ol style="list-style-type: none"> 1. Know that families are varied in the UK and across the world 2. Know the different roles related to bullying including victim, bully and bystander 3. Know some stereotypes related to disability 4. Know some stereotypes related to gender 5. Know the importance of respecting others, even when they are very different from us 6. Know that bereavement describes the feeling someone might have after someone dies or another big change in their lives 	<ol style="list-style-type: none"> 1. Be able to explore physical and emotional boundaries in friendships 2. Be able to understand the impact of bullying and the responsibility of bystanders to help 3. Be able to understand the negative impact of stereotyping (disability) 4. Be able to understand the negative impact of stereotyping (gender) 5. Be able to understand that there are similarities and differences between people, and this should be celebrated 6. Be able to discuss how to help someone who has experienced a bereavement 	<p>Respect, Permission, Boundary, Expectations, Consent Bullying, Bystander, Witness, Involved Stereotype, Discrimination, Equality act, Disability Gender, Male, Female, Stereotype Same, Different, Similar, Respect Unhelpful, Death, Loss, Bereavement, Sympathy, Helpful</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 fundamental building blocks and characteristics of positive relationships, focusing on friendships and interactions with peers and adults. The curriculum builds foundational knowledge about diversity, bodily autonomy, and roles in bullying, while developing skills like setting boundaries in friendships, recognising stereotypes, and supporting peers through bereavement. This sequence promotes British Values, especially mutual respect and tolerance, and prepares pupils to form strong, positive relationships, both offline and online, while understanding the importance of safety and respect.</p>

<p>Health, Safety and Change</p>	<ol style="list-style-type: none"> 1. Know the different food groups and how much of each of them we should have in a balanced diet 2. Know key facts about dental health and ways to prevent tooth decay 3. Know that other people can influence our choices 4. Know the risks associated with smoking tobacco 5. Know that mental health refers to our emotional wellbeing and who can help if we are worried about our own or other people's mental health 6. (Year 4 only?) Know the physical changes to both male and female bodies as people grow from children to adult (year 3) Know that asthma is a condition which causes the airways to narrow 7. Know that change often brings about more opportunities and responsibilities. 	<ol style="list-style-type: none"> 1. Be able to plan for a healthy lifestyle with physical activity, a balanced diet and rest 2. Be able to develop independence in looking after my teeth 3. Be able to understand that people and things can influence me and that I need to make the right decision for me 4. Be able to make informed decisions about whether they choose to smoke when they are older and recognise the benefits of being a non-smoker 5. Be able to take responsibility for my emotions by knowing that I can control some things but not others 6. (Year 4 only?) Be able to discuss some physical and emotional changes during puberty (Year 3) Be able to learn how to help someone who is having an asthma attack 7. Be able to learn strategies to deal with change 	<p>Exercise, Balance, Diet, Energy, Intake Teeth, Healthy, Balanced, Food group Influence, Decision, Rather, Choice non-smoker, tobacco, smoke, choice, risks Happy, Feelings, Emotions Change, Worries, Physical, Breasts, Genitals, Vulva, Penis, Testicles, Puberty, Hygiene Opportunity, Responsibility, Change, Cope, Strategies, Targets, Goals</p>	<p>This topic is taught to equip pupils with essential knowledge and skills to make informed decisions about their health and wellbeing.</p> <p>By understanding balanced diets, dental health, and the risks of smoking, pupils can develop a foundation for a healthy lifestyle, reflecting the British value of individual liberty. Learning about mental health and puberty ensures they are prepared for future emotional and physical changes.</p> <p>These lessons are strategically sequenced to build on pupils' previous knowledge and skills, and cross-curricular links to science (nutrition, human biology) and PE (physical activity) enhance the learning experience. This curriculum empowers pupils to face life's challenges with confidence and compassion, encouraging them to embrace change as an opportunity for growth and responsibility.</p>
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