



HOLMWOOD HOUSE  
SCHOOL

## Holmwood House Preparatory School **Years 1-3**

### PSHCE and Relationships Education Curriculum Guide 2022-23

The Head of PSHCE teaches the subject to all children in Years 5-8 and has an overview of PSHCE in the Nursery through to Year 4, in liaison with the Nursery Manager and Heads of Phases.

<b>Term</b>	<b>Year Group</b>	<b>Core Theme</b>	<b>Objective</b> <b>Pupils should have the opportunity to learn:</b>
<b>Autumn</b>	<b>Year 1</b>	<b>Citizenship</b>  <b>Key Events:</b>	<ul style="list-style-type: none"><li>• How they can contribute to the life of the classroom and school</li><li>• To help construct, and agree to follow, group, class and school rules and to understand how these rules help them</li></ul>

		<p>Remembrance Day</p> <p>First World War Centenary</p>	<ul style="list-style-type: none"> <li>• That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</li> <li>• That they belong to different groups and communities such as family and school</li> <li>• About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</li> <li>• Ways in which they are all unique; understand that there has never been and will never be another 'them'</li> <li>• Ways in which we are the same as all other people; what we have in common with everyone else</li> <li>• About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</li> </ul>
	<b>Year 2</b>	<p><b>Citizenship</b></p> <p><b>Key Events:</b></p> <p>Remembrance Day</p> <p>First World War Centenary</p>	<ul style="list-style-type: none"> <li>• How they can contribute to the life of the classroom and school</li> <li>• To help construct, and agree to follow, group, class and school rules and to understand how these rules help them</li> <li>• That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</li> <li>• That they belong to different groups and communities such as family and school</li> <li>• About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</li> <li>• Ways in which they are all unique; understand that there has never been and will never</li> </ul>

			<p>be another 'them'</p> <ul style="list-style-type: none"> <li>• Ways in which we are the same as all other people; what we have in common with everyone else</li> <li>• About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</li> </ul>
	<b>Year 3</b>	<p><b>Citizenship</b></p> <p><b>Key Events:</b></p> <p>Remembrance Day</p> <p>First World War Centenary</p>	<ul style="list-style-type: none"> <li>• To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</li> <li>• Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>• To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</li> <li>• That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</li> <li>• To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</li> <li>• What being part of a community means, and about the varied institutions that support communities</li> <li>• To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> </ul>

			<ul style="list-style-type: none"> <li>• To consider the lives of people living in other places, and people with different values and customs</li> <li>• About the role money plays in their own and others' lives, including how to manage their money</li> </ul>
<b>Spring</b>	<b>Year 1</b>	<b>Emotional Intelligence</b>	<ul style="list-style-type: none"> <li>• To communicate their feelings to others, to recognise how others show feelings and how to respond</li> <li>• To recognise that their behaviour can affect other people</li> <li>• The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</li> <li>• To recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>• To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</li> <li>• To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</li> </ul>
	<b>Year 2</b>	<b>Emotional Intelligence</b>	<ul style="list-style-type: none"> <li>• To offer constructive support and feedback to others R8. to identify and respect the differences and similarities between people</li> <li>• To identify their special people (family, friends, carers), what makes them special and how special people should care for one another</li> <li>• To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</li> </ul>

			<ul style="list-style-type: none"> <li>● That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li> <li>● To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</li> <li>● To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</li> <li>● Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</li> </ul>
	<b>Year 3</b>	<b>Emotional Intelligence</b>	<ul style="list-style-type: none"> <li>● To recognise and respond appropriately to a wider range of feelings in others</li> <li>● To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> <li>● To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</li> <li>● To recognise different types of relationship, including those between acquaintances, friends, relatives and families</li> <li>● To judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>● The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</li> </ul>

			<ul style="list-style-type: none"> <li>• To work collaboratively towards shared goals</li> <li>• To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</li> <li>• That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender</li> </ul>
<b>Summer</b>	<b>Year 1</b>	<b>Wellbeing</b>	<ul style="list-style-type: none"> <li>• What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> <li>• To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</li> <li>• To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</li> <li>• About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</li> <li>• About change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> <li>• The importance of, and how to, maintain personal hygiene</li> <li>• How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</li> </ul>
	<b>Year 2</b>	<b>Wellbeing</b>	<ul style="list-style-type: none"> <li>• About the process of growing from young to old and how people's needs change</li> <li>• About growing and changing and new opportunities and responsibilities that</li> </ul>

			<p>increasing independence may bring</p> <ul style="list-style-type: none"> <li>• The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</li> <li>• That household products, including medicines, can be harmful if not used properly</li> <li>• Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</li> <li>• About people who look after them, their family networks, who to go to if they are worried and how to attract their attention</li> <li>• About the ways that pupils can help the people who look after them to more easily protect them</li> <li>• To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets January 2017 addition:</li> <li>• What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</li> </ul>
	<b>Year 3</b>	<b>Wellbeing</b>	<ul style="list-style-type: none"> <li>• What positively and negatively affects their physical, mental and emotional health</li> <li>• How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</li> <li>• To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</li> </ul>

			<ul style="list-style-type: none"><li>• To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</li><li>• To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</li><li>• To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</li><li>• About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</li></ul>
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