

## PSHE/CD OVERVIEW GRID

### Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:	How we achieve this:
a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society	<ul style="list-style-type: none"> <li>• English (persuasive writing)</li> <li>• Infant news time / carpet time</li> <li>• Newsround (Y 4-6)</li> </ul>
b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals	<ul style="list-style-type: none"> <li>• Tutorial System</li> <li>• Nursery assembly &amp; stickers</li> <li>• Friday good work assembly</li> <li>• Merit Badges/Certificates (housepoints, player of the match) inc. extra curricular and activities outside school</li> <li>• Class reward system (N – Y 6)</li> <li>• Peer assessment (across subjects)</li> <li>• Character Development (Work/Industriousness)</li> </ul>
c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action	<ul style="list-style-type: none"> <li>• School Council</li> <li>• Character Development (Order/Sincerity)</li> <li>• PSHE : Choices (Early Years, 1, 2, 3 &amp; 5)</li> </ul>
d) to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way	<ul style="list-style-type: none"> <li>• Tutorial System</li> <li>• Parental guidance</li> <li>• Formation talks for parents</li> </ul>
e) about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future	<ul style="list-style-type: none"> <li>• Character Development (Work/Industriousness)</li> <li>• Parent visits eg. lawyer, doctor, optician</li> <li>• Fire brigade/policy/librarian visits</li> <li>• Class jobs / responsibilities (R – Y 6)</li> </ul>
f) to look after their money and realise that future wants and needs may be met through saving.	<ul style="list-style-type: none"> <li>• Maths (money)</li> <li>• Reception handle money daily through snack shop</li> <li>• Y 6 stock market (summer term project) to include saving, banking, pensions, budgets, borrowing &amp; managing debt</li> <li>• PSHE : Choices (managing money)</li> <li>• Character Development (Responsibility/Charity &amp; Service)</li> </ul>

**Preparing to play an active role as citizens**

2: Pupils should be taught:	How we achieve this:
a) to research, discuss and debate topical issues, problems and events	<ul style="list-style-type: none"> <li>• Religion (Dignity of Life)</li> <li>• PSHE : Global Community &amp; Democracy Y 5/6</li> <li>• Newsround (Y 4-6)</li> </ul>
b) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules	<ul style="list-style-type: none"> <li>• PSHE : Rules &amp; Laws (N – Y 4)</li> <li>• Character Development (Obedience)</li> </ul>
c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities	<ul style="list-style-type: none"> <li>• PSHE : Feelings (N – Y 4) &amp; Communities (Y 5/6)</li> <li>• Character Development (Friendship &amp; Respect)</li> </ul>
d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other	<ul style="list-style-type: none"> <li>• School Council</li> <li>• Grandparent’s Tea</li> <li>• Tutorial System</li> <li>• Visit to residential home</li> </ul>
e) to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences	<ul style="list-style-type: none"> <li>• History : Victorians (Y 5)</li> <li>• History: Remembrance (Y 2)</li> <li>• Religion (Old Testament : R – Y 6)</li> <li>• English (Anne Frank’s diaries, wartime novels)</li> <li>• Assemblies</li> </ul>
f) to resolve differences by looking at alternatives, making decisions and explaining choices	<ul style="list-style-type: none"> <li>• Myths – looking at other perspectives</li> <li>• School Council</li> <li>• Tales with morals (Early Years)</li> </ul>
g) what democracy is, and about the basic institutions that support it locally and nationally	<ul style="list-style-type: none"> <li>• Character Development (Obedience)</li> <li>• PSHE : Democracy (Y 5/6)</li> <li>• School Council</li> </ul>
h) to recognise the role of voluntary, community and pressure groups	<ul style="list-style-type: none"> <li>• PSHE : Communities (Y 3-6)</li> <li>• Character Development (Obedience)</li> </ul>
i) to appreciate the range of national, regional, religious and ethnic identities both in the United Kingdom and abroad	<ul style="list-style-type: none"> <li>• Multi-cultural Assemblies eg. Black History Month; Eid; Ramadan; Diwali; World Religions Day; other celebrations abroad (Christmas/New Year)</li> <li>• World Religions (Y 6)</li> <li>• International register &amp; country’s flag (R)</li> </ul>
j) that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment	<ul style="list-style-type: none"> <li>• Geography: Environment (Y 4)</li> <li>• Recycling &amp; energy efficiency in school</li> <li>• Rainforests &amp; deserts (Y 5/6)</li> <li>• PSHE : Choices (Caring for the environment Y 2)</li> </ul>
k) to explore how the media present information.	<ul style="list-style-type: none"> <li>• Newsround (Y 4-6)</li> <li>• Weather bulletins (radio &amp; TV)</li> </ul>

**Developing a healthy, safer lifestyle**

3. Pupils should be taught:	How we achieve this:
<p>a) what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</p>	<ul style="list-style-type: none"> <li>• PE (N – 6)</li> <li>• Science: Keeping Healthy (Y 5)</li> <li>• Science: Teeth and Eating (Y 2)</li> <li>• Walk to School Week</li> <li>• Character Development (Temperance/Self-discipline)</li> <li>• PSHE : Health (Y 3-5)</li> <li>• PSHE : Choices (Healthy Eating – R; Exercise – Y 1)</li> </ul>
<p>b) that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread</p>	<ul style="list-style-type: none"> <li>• Science: Micro-organisms (Y 5/6)</li> <li>• Signs around school and in cloakrooms</li> </ul>
<p>c) about how the body changes as they approach puberty</p>	<ul style="list-style-type: none"> <li>• Parental guidance</li> <li>• Parent/Teacher meetings</li> <li>• Formation talks for parents</li> </ul>
<p>d) which commonly available substances and drugs are legal and illegal, their effects and risks</p>	<ul style="list-style-type: none"> <li>• Science: Keeping Healthy (Y 5)</li> <li>• PSHE : Health (Y 5/6)</li> </ul>
<p>e) to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable</p>	<ul style="list-style-type: none"> <li>• Junior Road Safety Officers</li> <li>• Transport for London (Y 6)</li> <li>• Internet safety</li> <li>• Electricity safety talk (Y 3-6)</li> <li>• Traffic Tales (Early Years)</li> </ul>
<p>f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</p>	<ul style="list-style-type: none"> <li>• Internet safety (inc. cyberbullying)</li> <li>• Anti-bullying week</li> <li>• Tutorials</li> </ul>
<p>g) school rules about health and safety, basic emergency aid procedures and where to get help.</p>	<ul style="list-style-type: none"> <li>• First Aid awareness inc. first aid points and staff on duty</li> <li>• National Schools' Fire Safety Day &amp; planning a safe escape</li> <li>• School Council</li> <li>• Playground rules (N – 6)</li> <li>• Class rules (N – 6)</li> <li>• Police visit (use of 999)</li> </ul>

**Developing good relationships and respecting the differences between people**

4. Pupils should be taught:	How we achieve this:
a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view	<ul style="list-style-type: none"> <li>• Tutorial System</li> <li>• Box of feelings (Early Years)</li> <li>• Character Development (Loyalty &amp; Friendship; Respect; Responsibility)</li> </ul>
b) to think about the lives of people living in other places and times, and people with different values and customs	<ul style="list-style-type: none"> <li>• Geography: Island Home (Y 2)</li> <li>• India (Y 4)</li> <li>• Rainforests &amp; deserts (Y 5/6)</li> <li>• History eg. Florence Nightingale – Y 2; People in Tudor times – Y 3; Who were the Ancient Greeks – Y 5</li> </ul>
c) to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships	<ul style="list-style-type: none"> <li>• Tutorial System</li> <li>• PSHE : Feelings/Relationships (R – Y 4)</li> <li>• Character Development (Loyalty &amp; Friendship)</li> </ul>
d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help	<ul style="list-style-type: none"> <li>• PSHE : Feelings (N – Y 4)</li> <li>• Parent/Teacher meetings</li> <li>• Tutorial System</li> <li>• Anti-bullying week</li> <li>• Character Development (Friendship)</li> </ul>
e) to recognise and challenge stereotypes	<ul style="list-style-type: none"> <li>• PSHE : Communities (Y 5)</li> <li>• Character Development (Justice)</li> </ul>
f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability	<ul style="list-style-type: none"> <li>• English World Religions Unit – Y 4</li> <li>• World religions (Y 6)</li> <li>• PSHE : Communities (Y 5/6)</li> <li>• 'Me' topic in Reception</li> </ul>
g) where individuals, families and groups can get help and support.	<ul style="list-style-type: none"> <li>• Virtues workshops</li> <li>• Family courses</li> </ul>

**Breadth of opportunities**

5. Opportunities to:	How we achieve this:
<p>a) take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, or playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]</p>	<ul style="list-style-type: none"> <li>• <b>Buddy system</b></li> <li>• <b>Transport for London safety talk (Y 6)</b></li> <li>• <b>School Council</b></li> <li>• <b>PSHE : Rights &amp; Responsibilities (caring for a pet – Y 2)</b></li> <li>• <b>Class pets</b></li> <li>• <b>School Travel Plan</b></li> <li>• <b>Monitor duties eg. cloakroom, library, wet play (Y 6)</b></li> <li>• <b>Character Development (Responsibility)</b></li> </ul>
<p>b) feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]</p>	<ul style="list-style-type: none"> <li>• <b>Friday Assembly – good work</b></li> <li>• <b>Merit Badges/Certificates</b></li> <li>• <b>Sports Fixtures &amp; Player of the Match awards</b></li> <li>• <b>Show &amp; tell (R – Y 4)</b></li> <li>• <b>Musical Assemblies (performances)</b></li> <li>• <b>House captains, games captains, librarians, oratory</b></li> <li>• <b>Projects (Y 6)</b></li> </ul>
<p>c) participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]</p>	<ul style="list-style-type: none"> <li>• <b>School Council</b></li> </ul>
<p>d) make real choices and decisions [for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]</p>	<ul style="list-style-type: none"> <li>• <b>Parents involved in finance as guest speakers</b></li> <li>• <b>Christmas Shoebox appeal</b></li> <li>• <b>Lenten charity</b></li> <li>• <b>Character Development (Charity/Service)</b></li> <li>• <b>Parents – encourage children to work for treats/pocket money, to include saving &amp; donating some to a charity</b></li> </ul>
<p>e) meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]</p>	<ul style="list-style-type: none"> <li>• <b>Volunteer helpers (eg. Norah)</b></li> <li>• <b>Past pupils</b></li> <li>• <b>Mary's meals speaker</b></li> <li>• <b>Visitors eg. Canon Jim, policy/fire, Riddlesdown warden, Beddington Park animal rescue</b></li> <li>• <b>PSHE : Communities</b></li> <li>• <b>Enrichment days / activities</b></li> <li>• <b>Character Development (Service/Work)</b></li> </ul>
<p>f) develop relationships through work and play [for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters]</p>	<ul style="list-style-type: none"> <li>• <b>Grandparents Tea</b></li> <li>• <b>Reception visit to the elderly</b></li> <li>• <b>Links with foreign schools (Strathmore/Spain/Mexico)</b></li> </ul>

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g) consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]	<ul style="list-style-type: none"><li>• <b>Tutorial System</b></li><li>• <b>PSHE : Moral dilemmas (Y 6)</b></li><li>• <b>Character Development (Respect)</b></li></ul>
h) find information and advice [for example, through helplines; by understanding about welfare systems in society]	<ul style="list-style-type: none"><li>• <b>PSHE : Communities (Y 5/6)</b></li></ul>
i) prepare for change [for example, transferring to secondary school].	<ul style="list-style-type: none"><li>• <b>Tutorial System</b></li><li>• <b>Advice given in Parent/Teacher meetings in Year 6</b></li><li>• <b>Secondary school transfer information evening</b></li><li>• <b>Possible career choices</b></li><li>• <b>Past pupils</b></li></ul>