











# Marston Moreteyne School PSHE Curriculum- Based on the ten "Big Ideas"

									
<b>Processes</b>	<b>Creativity</b>	<b>Investigation</b>	<b>Materials</b>	<b>Nature</b>	<b>Significance</b>	<b>Humankind</b>	<b>Comparison</b>	<b>Change</b>	<b>Place</b>

The "Aspects" below are progressive and start from Nursery through to Year Four. They allow children to encounter and revisit their learning through a variety of subject lenses. Over time, these encounters help children to build conceptual frameworks that enable a better understanding of increasingly complexity.

<p><b>Environment</b></p> <p>Children show care to living things and the environment and know how to look after their local, natural and built environments.</p> <p>They can demonstrate the strategies and skills needed to care for living things, including conserving energy. This develops into an understanding of why people in different countries do not have access to the same resources and describe how interrupted access to resources can impact individuals and communities.</p>	<p><b>Speaking, Listening and Sharing</b></p> <p>Children demonstrate friendly behaviour towards others and play cooperatively with one or more children. They can take turns and share opinions, feelings and views with others. Specific vocabulary is used to explain the range and intensity of feelings. Children develop skills to try and understand, respect and constructively challenge other points of view.</p> <p><b>Vocabulary</b></p> <p>Children are aware of their feelings and indicate those using words and pictures and use them to consider the feelings of others. They talk about good and not so good feelings and develop simple strategies for managing them. Children are able to explain the term 'habit' and recognise why habits are hard to break. Describe the difference between the terms 'risk', 'danger' and 'hazard'.</p>	<p><b>Issues, Evidence and Ideas</b></p> <p>We show children how to find solutions to conflicts and express a point of view when they disagree with an adult or friend using words and actions. Children can ask for help when needed and identify times when people are unkind and know how to respond (including online). They understand that group, class and school rules help individual pupils and the school. Children can demonstrate ways to resolve differences and discuss the interdependence of members of the school community.</p> <p><b>Media</b></p> <p>Children can about how digital technology is used in homes and schools. They can recognise that media can impact personal views, feelings and behaviour and explain that images in the media do not always reflect reality.</p>	<p><b>Consumers</b></p> <p>Children recognise they must sometimes wait their turn to take part in activities. Understand that some household products, including medicines are not to be played with and can be harmful and only used by adults. They can recognise the difference between needs and are able to describe the role that money plays in people's lives, including, sources of money and choices about spending or saving. Children can demonstrate skills to succeed in enterprise education and examine the role that money plays in children's and adults lives today.</p>	<p><b>Rights of Others</b></p> <p>Children begin to show an understanding of the things people need to be happy and healthy. They are aware that people and other living things are entitled to things to survive and feel safe. They can recognise a person's behaviour can directly affect the rights of others and identify and discuss the implications of human rights and understand that they belong to everybody. Children can discuss the consequences of breaching human rights.</p>	<p><b>Relationships</b></p> <p>Children can name and describe the trusted adults in their lives. They identify ways that they can help the people who look after them, including family and school staff, to protect them more easily. Children recognise they share responsibility to keep themselves and others safe and show ways in which a relationship can be unhealthy and who they should talk to if they need support. This leads onto an understanding that significant people build respectful relationships and they can talk about the special people in their lives. They recognise there are special people who work in the community to keep us healthy and safe. Children can demonstrate what makes a positive, healthy relationship.</p>	<p><b>Wellbeing</b></p> <p>Children follow instructions/routines and, they recognise that people's bodies and feelings can be hurt by activities, events and people in everyday life and online. They can identify which behaviours positively and negatively affect their mental health</p> <p><b>Unacceptable Behaviour</b></p> <p>Children are aware of their own feelings and actions and develop appropriate ways of being assertive.</p> <p><b>Staying Safe</b></p> <p>Children tell adults if they feel uncomfortable about a situation, they know that some aspects of life are private and know how to resist pressure from others. Children can protect personal information online.</p> <p><b>Healthy Lifestyle</b></p> <p>Children can make healthy choices about food and drink and talk about what makes a healthy lifestyle including sun safety, nutrition and exercise.</p> <p><b>Personal Hygiene</b></p> <p>Children become independent in their own care needs and talk about good oral health and personal hygiene. They demonstrate how some disease can be spread and know that some basic hygiene can reduce the spread of bacteria and viruses</p> <p><b>Setting Goals</b></p> <p>They show confidence in a variety of settings and can choose activities with help. They recognise that individuals have different strengths, personal qualities and personal goals. Outline aspirations and how to achieve them and manage setbacks.</p>	<p><b>Compare and contrast</b></p> <p>Children will identify the differences between surprise and secrets and recognise that some secrets shouldn't be kept. They can recognise what is fair and unfair, kind and unkind, right and wrong. This develops into the discussion of the concept of keeping something confidential or secret and when it is right to break a confidence or share a secret. They recognise that similarities and differences between people arise from several factors.</p>	<p><b>Life changes</b></p> <p>Children recognise and begin to talk about how their lives have changed as they have grown. They can describe strategies for managing life changes, such as moving classes, schools or home and how growing up provides life experiences from which we learn.</p> <p><b>Physical Development</b></p> <p>Children can recognise and discuss how they have changes from when they were babies and can recognise the names for the main parts of the body. This leads onto recognising external genitalia and the similarities between boys and girls. They know that growing up brings increasing independence and responsibility.</p>	<p><b>Diversity</b></p> <p>Children can describe themselves in positive terms and talk about their interests and abilities. They describe and reflect upon similarities and differences between social, religious or cultural aspects of different communities. They can understand the term 'prejudice' and 'stereotype' and begin to recognise the consequences of both.</p> <p><b>Place In The World</b></p> <p>Children develop positive attitudes about similarities and differences between people in different communities and groups from around the world. They recognise that they have different rights and responsibilities at home, school and in the community and can manage risk.</p>
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For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11