

# Learning for Life

PSCHE – whole school curriculum

SOLO TAXONOMY	Beaufort expectations (key skills) <b>Non-negotiables</b>
<p><b>Uni</b></p> <ul style="list-style-type: none"> <li>Define, identify, find, name, draw, label, match</li> </ul> <p><b>Multi</b></p> <ul style="list-style-type: none"> <li>Describe, list, recall (ideas/facts), complete, continue, combine</li> </ul> <p><b>Relati</b></p> <ul style="list-style-type: none"> <li>apply, reason, sequence, rank, classify, compare and contrast, explain, analyse, convince, organise, relate, question, break down, make connections, use previous learning, visualise</li> </ul> <p><b>Exten</b></p> <ul style="list-style-type: none"> <li>generalise, predict, evaluate, reflect, hypothesise, create, prove, justify, argue, prioritise, design, construct, imagine, invent, improve, wonder</li> </ul>	<ul style="list-style-type: none"> <li>Take pride in my uniform</li> <li>Take responsibility: unpacking bag, hanging coat on peg</li> <li>Following the rules/routines of the school and understanding why we have them</li> <li>Develop our emotional resilience</li> <li>Understand and demonstrate 3 before me/independent methods</li> <li>Use good manners</li> <li>Communicating with an adult appropriately</li> <li>Recognising the need for personal space and boundaries (appropriate touch)</li> <li>Understanding hygiene/washing hands</li> <li>Respecting other people’s property and caring for equipment</li> <li>Taking turns and sharing</li> <li>Working as part of a group/team</li> <li>Reflecting after the life bus visit</li> <li>Knowing who safeguard leaders/trusted adults are</li> <li>Online -safety</li> <li>Road safety/fire safety</li> <li>Friendship week/anti-bullying week</li> <li>Private parts of body ( NSPCC – PANTS) – using correct names for body parts</li> <li>Understanding mental health – knowing that it’s okay not be okay!</li> <li>Understanding the variety of different relationships (same sex/ transgender)</li> <li>Emotional intelligence – being able to talk about feelings and recognise changes emotionally</li> <li>Simple self-care techniques – impact of relaxation, hobbies and time with friends.</li> <li>Celebrate when making a mistake and understanding that this helps to grow our brains.</li> <li>Understand the difference between a growth and fixed mind-set.</li> </ul>

YEAR R	Learning for Life PSCHE Curriculum
<p><b><u>P</u>ersonal</b> All about me Article 6: You have the right to life. Article 8: You have the right to an identity.</p>	<ul style="list-style-type: none"> <li>• <b>List</b> what make me special.</li> <li>• <b>List</b> activities/foods/games that I enjoy and don't enjoy.</li> <li>• <b>Compare</b> and explain different emotions.</li> <li>• <b>Identify and label</b> facial expressions to emotions.</li> </ul>
<p><b><u>S</u>ocial</b> Relationships Article 15: You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.</p>	<ul style="list-style-type: none"> <li>• <b>Match and label</b> good friend qualities</li> <li>• <b>List</b> methods to resolve disagreements</li> <li>• <b>Name and draw</b> people in my family</li> <li>• <b>Compare</b> different families</li> </ul>
<p><b><u>C</u>itizenship</b> People who can look after me.  Article 1: Everyone under 18 have rights. Article 42: All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too. Article 12: You have the right to an opinion and for it to be listened to and taken seriously.</p>	<ul style="list-style-type: none"> <li>• <b>Match and label</b> emergency services</li> <li>• <b>To understand</b> the choices (rights) open to them e.g. food, water, fresh air, clothes, games and activities.</li> </ul>
<p><b><u>H</u>ealth</b> Science</p>	<ul style="list-style-type: none"> <li>• <b>Reflect</b> what we learnt from the Life Bus visit.</li> <li>• <b>Match and label</b> healthy/unhealthy foods</li> <li>• <b>Make observations</b> of animals and plants and explain why some things occur, and talk about changes.</li> <li>• <b>Discuss</b> the features of their own immediate environment and how environments might vary from one another.</li> </ul>
<p><b><u>E</u>conomics</b> Maths</p>	<ul style="list-style-type: none"> <li>• <b>Imagine</b>/role play with pretend money – creating a shop set-up – teaching the idea of buying.</li> <li>• <b>Enterprise</b></li> </ul>

YEAR 1	Learning for Life PSCHE Curriculum
<p><b><u>Personal</u></b> All about me Article 6: You have the right to life. Article 8: You have the right to an identity.</p>	<ul style="list-style-type: none"> <li>• Discuss what make me special.</li> <li>• List activities/foods/games that I enjoy and don't enjoy.</li> <li>• Compare and explain different emotions.</li> <li>• Identify and explain facial expressions to emotions.</li> <li>• Describe the importance of telling the truth and the consequence of lying.</li> </ul>
<p><b><u>Social</u></b> Relationships History: chronological Understanding. <b>Outdoor learning</b>  Article 15: You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.</p>	<ul style="list-style-type: none"> <li>• Match and label good friend qualities</li> <li>• List methods to resolve disagreements</li> <li>• Label and describe people in my family</li> <li>• Compare and contrast different families</li> <li>• Be safe around a fire</li> <li>• Work as a team to build a den, bird feeders and make hedgehog houses</li> </ul>
<p><b><u>Citizenship</u></b> People who can look after me. Having a voice and an opinion.  Article 1: Everyone under 18 have rights. Article 42: All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too. Article 12: You have the right to an opinion and for it to be listened to and taken seriously.</p>	<ul style="list-style-type: none"> <li>• Match and label emergency services</li> <li>• Explain and label our rights</li> <li>• To discuss and identify the choices open to them e.g. food, shelter, fresh air and activities.</li> <li>• Create a class charter.</li> </ul>
<p><b><u>Health Education</u></b>  Science: Seasonal changes and working scientifically.   SRE (sexual and relationship education)</p>	<ul style="list-style-type: none"> <li>• Reflect what we learnt from the Life Bus visit.</li> <li>• Match and label healthy/unhealthy foods</li> <li>• Explain different types of weather and how these affect us (clothing, activities, food we eat).</li> <li>• To describe that other people, pets and plants have needs.</li> <li>• Make observations and share thoughts and ideas.</li> <li>• Name and discuss private parts of body (NSPCC – PANTS) – using correct names for body parts e.g. Penis and vagina.</li> </ul>
<p><b><u>Economics</u></b> Maths</p>	<ul style="list-style-type: none"> <li>• Enterprise</li> <li>• Compare money and add with coins</li> </ul>

YEAR 2	Learning for Life PSCHE Curriculum
<p><b><u>Personal</u></b> All about me Article 6: You have the right to life. Article 8: You have the right to an identity.</p>	<ul style="list-style-type: none"> <li>• Identify what make me special.</li> <li>• Compare and explain different emotions.</li> <li>• Identify and label facial expressions to emotions.</li> <li>• Explain the importance of telling the truth and the consequence of lying.</li> <li>• Identify and label scenarios of when to 'say no.'</li> <li>• Identify and label ideas of wrong and right, good and bad.</li> <li>• Identify and understand when to keep a secret and when to tell.</li> </ul>
<p><b><u>Social</u></b>  Relationships  History: chronological Understanding and knowledge and understanding.  <b>Outdoor learning</b>  Article 15: You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.</p>	<ul style="list-style-type: none"> <li>• Compare good friend qualities</li> <li>• Define peer pressure</li> <li>• Make connections with how my actions can affect others</li> <li>• Compare methods that can help resolve disagreements</li> <li>• Question the meaning of bullying</li> <li>• Describe different family types</li> <li>• Create a family tree</li> <li>• Compare and contrast how my own life is different to lives in the past.</li> <li>• Begin to recognise and explain that there are reasons why people in the past acted as they did.</li> <li>• Work as a team to build a tower (Eiffel Tower)</li> <li>• Be safe around a fire</li> <li>• I can respect everything around me – nature, creatures and environment.</li> </ul>
<p><b><u>Citizenship</u></b> People who can look after me. Having a voice and an opinion.  Article 1: Everyone under 18 have rights. Article 42: All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too. Article 12: You have the right to an opinion and for it to be listened to and taken seriously.</p>	<ul style="list-style-type: none"> <li>• Recall and describe emergency services</li> <li>• Explain what to do in a medical emergency (call 999, find a trusted adult)</li> <li>• Explain and label our rights</li> <li>• Create and discuss a class charter</li> </ul>
<p><b><u>Health</u></b>  Science: Seasonal changes and working scientifically.</p>	<ul style="list-style-type: none"> <li>• Reflect what we learnt from the Life Bus visit.</li> <li>• Make observations and record these pictorially; use these to suggest answers to simple questions.</li> </ul>

	<ul style="list-style-type: none"><li>• <b>Match</b> offspring of animals to their parents and describe similarities and differences between them. To compare offspring to human life cycle using correct terminology from (NSPCC – PANTS) – using correct names for body parts.</li><li>• <b>Explain</b> the basic needs of animals, including humans, for survival (water, food and air).</li><li>• Apply learning of basic needs to <b>match</b> animals to habitats that would best suit their needs.</li><li>• <b>Compare</b> different habitats and homes for animals and humans</li><li>• <b>List</b> healthy/unhealthy foods</li></ul>
<u>Economics</u> Maths	<ul style="list-style-type: none"><li>• Enterprise</li><li>• <b>Apply</b> knowledge of pounds and pence.</li></ul>

YEAR 3	Learning for Life PSCHE Curriculum
<p><b><u>Personal</u></b> All about me Article 6: You have the right to life. Article 8: You have the right to an identity.</p>	<ul style="list-style-type: none"> <li>• To describe positive things about ourselves.</li> <li>• To name and describe positive things about each other.</li> <li>• Read and discuss a current topic – turn taking, respecting opinions and conversation practise.</li> </ul>
<p><b><u>Social</u></b>  Relationships  History: chronological Understanding and knowledge and understanding.  <b>Outdoor learning</b>  Article 15: You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.</p>	<ul style="list-style-type: none"> <li>• Explain how my actions can affect others</li> <li>• Create a picture book about friendship for KS1 and present it to them.</li> <li>• Compare and contrast the meaning of bullying and being mean.</li> <li>• Recognising and make connections with peer pressure</li> <li>• Describe different family types</li> <li>• Apply our knowledge of different family types and compare different families within stories.</li> <li>• Identifying and describing the differences in faith</li> <li>• Understanding and celebrating diversity - Inside Outside</li> <li>• Comparing gender stereotypes.</li> <li>• Work as a team to make tepees; a nest, bird boxes etc.</li> <li>• Be safe around a fire.</li> </ul>
<p><b><u>Citizenship</u></b>  Geography: human and physical People who can look after me Having a voice and an opinion  Article 1: Everyone under 18 have rights. Article 42: All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too. Article 12: You have the right to an opinion and for it to be listened to and taken seriously.</p>	<ul style="list-style-type: none"> <li>• Explain and make connections with our rights</li> <li>• Create a class charter.</li> <li>• Explain and discuss what to do in a medical emergency or when in danger.</li> <li>• Reflect about what the impact can be after a natural disaster.</li> <li>• Evaluate impact of deforestation. Predict future impact if deforestation continues at current rate.</li> </ul>
<p><b><u>Health</u></b>  Science: Animals, including humans and Working scientifically.</p>	<ul style="list-style-type: none"> <li>• Reflect what we learnt from the Life Bus visit.</li> <li>• Ask and answer relevant questions, giving more than one reason for their answers</li> <li>• Understanding the very basics of first aid – plaster, keeping clean, cuts and bruises.</li> <li>• Understand and explain that humans and animals get nutrition from what they eat. Compare this to healthy living and nutrition.</li> <li>• Describe the human life cycle.</li> </ul>

Economics  
Maths

- Enterprise
- Identify reasons why we would save money.
- Apply knowledge of pounds and pence.

YEAR 4	Learning for Life PSCHE Curriculum
<p><b><u>Personal</u></b> All about me <b>Outdoor learning</b> Article 6: You have the right to life. Article 8: You have the right to an identity.</p>	<ul style="list-style-type: none"> <li>• Create a picture book about friendship for KS1 and present it to them.</li> <li>• Class debate around a current topic – turn taking, respecting opinions and conversation practise.</li> <li>• Discuss gender stereo typing.</li> <li>• Develop a positive approach and self-motivation towards personal safety and risk-taking.</li> <li>• Work as a team during wide games and scavenger hunts.</li> <li>• Cook safely on an open fire.</li> <li>• Set adventurous targets and develop self-esteem/motivation during a 2 night residential.</li> </ul>
<p><b><u>Social</u></b> Relationships History: Knowledge and understanding  Article 15: You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.</p>	<ul style="list-style-type: none"> <li>• Create methods that can help resolve disagreements</li> <li>• Explain and justify how my actions can affect others.</li> <li>• Design methods that can help resolve disagreements</li> <li>• Argue the idea about bullying meaning the same as being mean.</li> <li>• Make connections with peer pressure</li> <li>• I can identify and compare some characteristic features of different periods and the beliefs and attitudes of people living in societies (stereotypical)</li> </ul>
<p><b><u>Citizenship</u></b>  People who can look after me Having a voice and an opinion Geography: Locational knowledge  Article 1: Everyone under 18 have rights. Article 42: All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too. Article 12: You have the right to an opinion and for it to be listened to and taken seriously.</p>	<ul style="list-style-type: none"> <li>• Explain and make connections with our rights</li> <li>• Create a class charter</li> <li>• Compare and contrast rights respecting around the world</li> <li>• Reflect and argue about how Global Warming is impacting on the regions and evaluate impact.</li> </ul>
<p><b><u>Health</u></b>  Science: Animals, including humans and Working scientifically)</p>	<ul style="list-style-type: none"> <li>• Reflect what we learnt from the Life Bus visit.</li> <li>• Ask and answer relevant questions, giving more than one reason for their answers.</li> <li>• Discuss the basics of first aid.</li> </ul>

	<ul style="list-style-type: none"><li>• Draw conclusions about what the findings show and share these in different ways (orally/written/drawn).</li><li>• Discuss how changes to habitats can impact living things (e.g. deforestation, flooding etc.)</li><li>• Identify the process of the human life cycle and describe changes from birth.</li></ul>
<b>Economics</b> Maths	<ul style="list-style-type: none"><li>• Enterprise</li><li>• Identify and explain reasons why we would save money.</li><li>• Apply knowledge of pounds and pence.</li><li>• Describe the definition of debt (negative numbers)</li></ul>

YEAR 5	Learning for Life PSCHE Curriculum
<p><b>Personal</b> All about me SRE (sex and relationship education) <b>Outdoor learning</b> Article 6: You have the right to life. Article 8: You have the right to an identity.</p>	<ul style="list-style-type: none"> <li>• Argue around a current topic – turn taking, respecting opinions and conversation practise.</li> <li>• To understand and discuss bereavement.</li> <li>• To discuss and trial simple self-care techniques: breathing, colouring or yoga.</li> <li>• Discuss and explain my emotions and how they might change during puberty.</li> <li>• To understand that change through puberty is individual.</li> <li>• Wonder and question about puberty and sexual relationships.</li> <li>• Reflect on our achievements during our last residential and challenge our self-motivation towards risk-taking.</li> <li>• Set targets of challenge on a 2 night residential.</li> <li>• Lead a team and work in a team during wide games and scavenger hunts.</li> <li>• Build a fire and tent it safely.</li> </ul>
<p><b>Social</b> SRE (sex and relationship education)  History: Knowledge and understanding  Article 15: You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.</p>	<ul style="list-style-type: none"> <li>• Improve a game and create new rules.</li> <li>• Explain and justify how my actions can affect others.</li> <li>• Reflect and discuss disagreements in order to resolve them.</li> <li>• Compare and contrast 'bullying' and 'being mean'.</li> <li>• To discuss how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</li> <li>• Make connections with peer pressure.</li> <li>• I can use my knowledge to describe and reflect upon characteristic features of past societies and to explain changes within and across periods.</li> <li>• Reason, compare and explain different people living in societies (understand the meaning of stereotype)</li> </ul>
<p><b>Citizenship</b>  Having a voice and an opinion Geography: Locational knowledge  Article 1: Everyone under 18 have rights.</p>	<ul style="list-style-type: none"> <li>• Explain and make connections with our rights</li> <li>• Create a class charter</li> <li>• Compare and contrast rights respecting around the world</li> <li>• Compare and contrast land use maps of Africa or Asia from past with the present, focusing on land use. Evaluate how land use has changed.</li> </ul>

<p>Article 42: All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too.  Article 12: You have the right to an opinion and for it to be listened to and taken seriously.</p>	<ul style="list-style-type: none"> <li>• <b>Justify reasons</b> for fair/unfair distribution of resources (Fairtrade) and theorise impact of unfair trade on humans.</li> </ul>
<p><b><u>Health</u></b></p> <p>Science: animals, including humans and Working scientifically.</p> <p>SRE (sex and relationship education)  <i>(See summary table for more information on S drive)</i></p>	<ul style="list-style-type: none"> <li>• <b>Reflect</b> what we learnt from the Life Bus visit.</li> <li>• <b>Discuss and explain</b> the basics of first aid: when to move/not to move, what to do in an emergency, head injury, how to help and the purpose of a defibrillators.</li> <li>• <b>Draw conclusions and suggest</b> explanations about what the findings show and share these in different ways (orally/written/drawn).</li> <li>• Use scientific evidence to <b>support or refute</b> ideas or arguments.</li> <li>• <b>Sequence and explain</b> the life process of reproduction in some plants and animals.</li> <li>• <b>Understand and explain</b> the importance of hygiene – teeth brushing, showering, washing hands, changing clothes etc.</li> <li>• <b>Identify and correctly name</b> body parts when discussing growth e.g. penis and vagina.</li> <li>• <b>To know and explain</b> effective methods for dealing with menstruation and wet dreams.</li> <li>• Sex education – <b>to discuss, compare and contrast</b> how male and female bodies change and what to expect: hormones, periods, male changes, hair, breasts etc.</li> </ul>
<p><b><u>Economics</u></b>  Maths</p>	<ul style="list-style-type: none"> <li>• <b>Plan and design</b> an enterprise project.</li> <li>• <b>Reflect on</b> our entrepreneurial experience – what went well? What could we do better next time?</li> <li>• <b>Apply</b> knowledge of pounds and pence.</li> <li>• <b>Describing the definition of debt (negative numbers)</b></li> </ul>

YEAR 6	Learning for Life PSCHE Curriculum
<p><b>Personal</b> All about me <b>Outdoor learning</b> SRE (sex and relationship education): Our emotions</p>	<ul style="list-style-type: none"> <li>• <b>Argue around</b> a current topic – turn taking, respecting opinions and conversation practise.</li> <li>• <b>Create a written</b> report, reflecting the argument, including points for and against.</li> <li>• <b>To understand, discuss and infer about</b> bereavement.</li> <li>• <b>To compare and reflect</b> after simple self-care/dealing with stress techniques. What is the impact of relaxation?</li> <li>• <b>Discuss and explain</b> why my emotions might change during puberty.</li> <li>• <b>Compare and contrast</b> puberty between girls and boys.</li> <li>• Devise strategies for managing these changes.</li> <li>• <b>Explain what humans need to survive.</b></li> <li>• <b>Start a fire and cook safely using foraged ingredients.</b></li> <li>• <b>Take part in adventurous outdoor activities; challenging myself and behaving safely during our residential.</b></li> </ul>
<p><b>Social</b> SRE (sex and relationship education) History: Knowledge and understanding</p> <p>Article 15: You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.</p>	<ul style="list-style-type: none"> <li>• <b>Plan and design</b> your own team game <b>and improve</b> it with peer feedback.</li> <li>• <b>Explain and justify</b> how my actions can affect others after an incident.</li> <li>• <b>Design</b> methods that can help resolve disagreements.</li> <li>• <b>Argue</b> the idea about bullying meaning the same as being mean.</li> <li>• <b>To recognise and question</b> how images in the media (and online) do not always reflect reality and can affect how people feel about themselves and <b>make connections</b> with peer pressure.</li> <li>• <b>Question and wonder</b> about an aspect of the past, investigate independently and present conclusions.</li> <li>• Creatively <b>use and construct</b> information from a variety of sources.</li> </ul>
<p><b>Citizenship</b> Having a voice and an opinion Geography: Locational knowledge</p> <p>Article 1: Everyone under 18 have rights. Article 42: All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too. Article 12: You have the right to an opinion and for it to be listened to and taken seriously.</p>	<ul style="list-style-type: none"> <li>• <b>Create</b> a class charter</li> <li>• <b>Explain and make connections with</b> our rights</li> <li>• <b>Compare and contrast rights respecting around the world</b></li> <li>• <b>Compare and contrast</b> main environmental regions, key physical and human characteristics, and major cities.</li> <li>• <b>Create an article and predict</b> future changes to land use.</li> </ul>

**Health**

Science: Animals, including humans and Working scientifically.

SRE (sex and relationship education):  
Our body *(See summary table for more information on S drive)*

- **Reflect** what we learnt from the Life Bus visit.
- **Discuss, explain and role-play** the basics of first aid: when to move/not to move, what to do in an emergency, head injury, how to help, the purpose of a defibrillators and how to administer CPR.
- **Identify and name** the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood.
- **Describe, explain or argue** the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- **Draw conclusions and describe/explain** about what the findings show and share their deductions in different ways (orally/written/drawn).
  
- **Understand and explain how puberty can affect bodily** hygiene – teeth brushing, showering, washing hands, changing dirty clothes, using deodorant, hair etc.
- **Discuss strategies** for keeping physically and emotionally safe (including cycle safety – the Bike-ability Programme)
  
- **Define** puberty (the changes that occur from 8-17)
- **To recap and explain** effective methods for dealing with menstruation and wet dreams.
- Sex education – **to recap and discuss** how our bodies change (male and female) and what to expect: hormones, periods, male changes, hair, breasts etc.
- Sex education – **to understand and discuss** the process of sexual intercourse while using the correct names for body parts e.g. penis and vagina.

**Economics**

Maths

- **Plan and design** an enterprise project.
- **Reflect** on our entrepreneurial experience – what went well? What could we do better next time?
- **Present** our findings to each other, another class or parents.
- **Apply** knowledge of pounds and pence and make connections with decimals.
- **Describing the definition of debt (negative numbers) in relation to spending money.**