



Beckwithshaw Community Primary School

PSHE & Citizenship Overview by Year Group showing cross curricular coverage

The shaded Learning Outcomes are taught within other subjects across the curriculum (see second grid for subject) but will also be covered through discrete teaching (see LTP).

Year 1	Year 2	Year 3
<p>Me and my relationships I know that there are different types of relationships – family, friends and others I know that family and friends should care for each other I know about change and loss and the associated feelings I can recognise there are different types of teasing I can play and work cooperatively I can listen to other people I can share appropriately I can recognise that my behaviour affects others I know the difference between right and wrong, fair and unfair and kind and unkind</p> <p>Keeping myself safe I know the role of medicines in promoting health and the reasons why people use them I know the school rules about personal hygiene and medicines I know that some substances can help or harm the body I recognise the need for safety rules –road, fire, farm, school environment, playground and home I can name an adult in school who can help me and I know there are people and services who can help us I understand that some websites may not be age-appropriate I know what to do if I find something inappropriate online</p> <p>My healthy lifestyle I know the importance of personal hygiene- regular washing, bathing, showering, cleaning my teeth I know how to look after my body I can recognise and name my feelings and those of others I can make healthy eating choices and prepare simple healthy foods</p>	<p>Me and my relationships I know about the changes that have happened to my body since birth I can question whether boys and girls should behave differently I know the names for the main body parts (including external genitalia) and the similarities/differences between boys and girls I understand the importance of valuing of one's own body and recognising it's uniqueness I know that individuals have rights over their own bodies, and that there are differences between good and bad touching I know who I can go to if I am worried about something I know about the process of growing from young to old and how people's needs change I know that there are different types of negative behaviours, bullying and teasing I know that these behaviours are wrong and know how to deal with them including if I experience or witness it, I know how to get help I can listen to others and respect their viewpoints I can identify and respect differences and similarities between people I can identify people who are special to me, what makes them special and how we should care for each other I know how to be a good friend</p> <p>Keeping myself safe I use simple skills which will help to maintain my personal safety I understand that all drugs can be harmful if not used properly I know simple rules about medicines and other substances used in the home, including solvents and can be harmful if not used properly I can demonstrate an understanding of E-safety when communicating online or using the internet I can recognise and say what is right and wrong I understand that pressure to behave in an unsafe way can come from a range of people, including people I know I know how to ask for help when I need it and can name a range of people who can help me I know the difference between secrets and surprises and understand not to keep adults secrets</p> <p>My healthy lifestyle I know that a healthy lifestyle includes being physically active, rest, healthy eating and dental health I can make simple choices to improve my physical and emotional I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health I have developed my vocabulary to describe my feelings to others I have simple strategies to manage my feelings</p>	<p>Me and my relationships I can identify different types of relationships and show ways to maintain positive and healthy relationships I understand that relationships may change over time I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them I understand the difference between secrets and surprises and understand not to keep adult secrets and when to support a friend to tell a trusted adult I know how other families are similar or different to mine I understand that it is OK to be different to others I understand about growing and changing and new opportunities and responsibilities that increasing independence may bring I can describe the nature and consequences of negative behaviours, bullying and express some ways of responding to it (this includes different types of bullying, how to recognise it, how to seek help and coping strategies) I can empathise with other people and situations through topical issues, problems and events I can listen to and show respect for the views of others I know the importance of valuing myself I can recognise and challenge stereotypes I know about change and loss including separation, divorce and bereavement and the associated feelings</p> <p>Keeping myself safe I can identify and explain how to manage the risks in different familiar situations. I know how to ask for help and about the people who are responsible for keeping me health and safe I can make judgements and decisions and use basic techniques for resisting negative peer pressure I can demonstrate basic safety procedures when using medicines I know how to keep myself and others safe in a variety of situations I know school rules for health and safety, basic emergency procedures and where to get help for myself and others in need I know rules for and ways of keeping physically and emotionally safe, including road safety and safety in the environment I can demonstrate an understanding of E-safety when communicating online I can explain how my behaviour may have consequences for myself and others I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately</p>



Beckwithshaw Community Primary School

PSHE & Citizenship Overview by Year Group showing cross curricular coverage

The shaded Learning Outcomes are taught within other subjects across the curriculum (see second grid for subject) but will also be covered through discrete teaching (see LTP).

Me and my future

I can recognise the coins and notes we use
 I can choose the correct value of coins and calculate change
 I know that we have to pay for what we buy
 I know how to keep money safe
 I know that I don't have to spend my money but can save it to use later
 I can explain the difference between needs and wants
 I understand individuals and families have to find ways to balance wants and needs
 I understand that it may not be possible to have everything you want, straight away, if at all
 I can set myself simple goals
 I can identify positive things about myself and recognize and celebrate my strengths and say what I enjoy about school
 I can describe the work that people do in my family, my school and where I live.

Becoming an active citizen

I can express a simple opinion, agreement and disagreement
 I can ask questions
 I play a full part in the life of my classroom
 I can agree and follow rules for my group and classroom

Moving on

I can identify positive achievements during my time in Year 1
 I can identify my strengths, areas for improvement and set myself some goals for Year 2
 I can explain what I am worried about and what I am looking forward to in Year 2
 I know what to expect when I start Year 2
 I know some of the reasons why change can feel uncomfortable and scary.
 I know some of the ways of dealing with the feelings that sometimes arise from changes

Me and my future

I know some of the essentials that have to be paid for
 I know that we can pay for things in a range of ways and that even when not using cash, money is being used
 I am able to keep simple financial records
 I begin to understand that money is a finite resource and needs to be managed
 I understand that the choices we make affect ourselves and others
 I can describe why learning is important
 I am positive about who I am, what I have achieved and take into account what other people say about me
 I am aware that girls and boys have the same choices and opportunities in learning, careers and work

Becoming an active citizen

I can take part in discussions/simple debate with others about topical issues
 I know that people and other living things have needs and recognise my own responsibility to meet those needs
 I can contribute to the life of the class and the school
 I know that I belong to different groups and communities ie school, family
 I know what improves and harms the environment and about some of the ways people look after them
 I know some ways to look after my environment

Moving on

I can identify positive achievements during my time in Year 2
 I can identify my strengths, areas for improvement and set myself some goals for Year 3
 I can explain what I am worried about and what I am looking forward to in Year 3
 I know what to expect when I start Year 3
 I know that even changes we want to happen can sometimes feel uncomfortable.
 I can tell you how I would feel if a change that I didn't want to happen was imposed on me.

My healthy lifestyle

I can make choices about my lifestyle to improve my health and well-being and recognise that choices can have good and not so good consequences
 I know what are the good habits for looking after my growing body
 I can recognise the range of human emotions and how they change in different situations
 I have developed some simple strategies for managing my feelings

Me and my future

I know how to look after and handle money in everyday situations
 I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity
 I know there are different ways to gain money, including earning it through work
 I know that it is possible to keep money safe by putting it into an 'account' in the bank, building society
 I know that you can plan for future spending and how to save
 I understand that money is a finite resource for individuals, institutions and the community
 I am able to make comparisons between prices when deciding what is the best 'value for money'
 I begin to understand why we have charities
 I can explain why people work and the different jobs that people do and can challenge some of the work stereotypes
 I am aware that the learning choices I make will affect my future options.
 I can talk positively about what I like to do and what I would like to do in the future

Becoming an active citizen

I can participate in making and changing rules
 I know why different rules are needed in different situations
 I know that choices we make can impact on the local, national and global communities
 I know where to find impartial advice to inform my decision making
 I can empathise with other people and situations through topical issues, problems and events

Moving on

I can identify positive achievements during my time in Year 3
 I can identify my strengths, areas for improvement and set myself some goals for Year 4
 I can explain what I am worried about and what I am looking forward to in Year 4
 I know what to expect when I start Year 4
 I can sometimes understand why other people are behaving as they are when they are finding change difficult.



Beckwithshaw Community Primary School

PSHE & Citizenship Overview by Year Group showing cross curricular coverage

The shaded Learning Outcomes are taught within other subjects across the curriculum (see second grid for subject) but will also be covered through discrete teaching (see LTP).

Year 4	Year 5	Year 6
<p><i>Me and my relationships</i></p> <p>I feel good about myself and my body</p> <p>I understand the language used to describe changes and feelings</p> <p>I understand that my body and emotions will change as I grow older</p> <p>I can recognise what love is</p> <p>I know that there are different kinds of families and partnerships</p> <p>I can respond appropriately to other people's feelings</p> <p>I can acknowledge that others have different points of view</p> <p>I can recognise the worth of other people</p> <p>I can recognise my worth as an individual</p> <p>I can identify positive things about myself and recognise my mistakes</p> <p>I can set personal goals</p> <p>I can demonstrate the features of good friendship</p> <p><i>Keeping myself safe</i></p> <p>I know the difference between risk, danger and hazard</p> <p>I can describe what risk means to me</p> <p>I can take responsibility for my own behaviour and safety and realise that actions have consequences</p> <p>I have some strategies to cope with peer influence and peer pressure</p> <p>I know that not everything on the internet is true and know what to do if I access something inappropriate</p> <p>I can use a range of online communication tools safely to exchange information</p> <p>and collaborate with others within and beyond my school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones</p> <p>I understand the need to keep some information private in order to protect myself when communicating online</p> <p>I begin to recognise how electronic communications may be used for manipulation or persuasion</p> <p>I can recognise, predict and assess risk, relating to myself and others and know how to get help (includes risks in the home, road, farm, water, electricity and personal safety)</p> <p><i>My healthy lifestyle</i></p> <p>I can identify some factors (positive and negative) that affect physical, mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media</p> <p>I can make informed choices about healthy eating and exercising</p>	<p><i>Me and my relationships</i></p> <p>I understand simple, safe routines to prevent the spread of bacteria and viruses</p> <p>I can name and explain male and female body parts, relating to Sex and Relationship Education</p> <p>I know the ways in which boys and girls grow and develop in puberty – physically and emotionally</p> <p>I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way</p> <p>I am aware of different types of relationships and what makes them a positive, healthy relationships and I have the skills to form and maintain a healthy relationship</p> <p>I know where individuals, families and groups can get help and support</p> <p>I understand the importance of being respectful to everyone and to recognise and care about others people's feelings but if appropriate I feel able to confidentially challenge their view point</p> <p><i>Keeping myself safe</i></p> <p>I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety, in the local environment (rail, farm, water and fire)</p> <p>I know which commonly available substances (alcohol, tobacco, medicines) and drugs are legal and illegal, and their effects and risks</p> <p>I recognise that not all information on the internet is accurate or unbiased</p> <p>(advertising) and develop strategies for identifying the origin of a website</p> <p>I can use online tools safely to exchange information and collaborate with others within and beyond school</p> <p>I understand the potential risks of providing personal information in an increasing range on online technologies both within and outside school</p> <p>I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others</p> <p>I understand that the person that I think I am communicating with on-line may not be who they say they are.</p> <p>I know how to present myself safely online eg social media sites</p> <p>I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know and the media</p> <p><i>My healthy lifestyle</i></p> <p>I know what makes a healthy lifestyle- the benefits of exercise and healthy</p>	<p><i>Me and my relationships</i></p> <p>I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia and racism on individuals and communities</p> <p>I can recognise and challenge discrimination and stereotyping (including cultural, ethnic, religious diversity, sexuality, gender and disability)</p> <p>I know about human reproduction including conception</p> <p>I understand the physical and emotional changes I will go through at puberty</p> <p>I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable</p> <p>I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people</p> <p>I know that relationships change over time and that new relationships and friendships develop and the features of a positive healthy relationship</p> <p>I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret</p> <p>I can recognise the difference between aggressive and assertive behaviour and developed some strategies to resolve disputes and conflict</p> <p><i>Keeping myself safe</i></p> <p>I can take responsibility for my own safety and know about health and safety, basic emergency first aid procedures and where to get help</p> <p>I recognise the responsibility I have due to increased independence and can keep myself and others safe</p> <p>I can respond to challenges including recognising, managing and assessing risks in different situations and can manage them responsibly</p> <p>I know how to make informed decisions relating to medicines, alcohol, tobacco, drugs and other substances including what is meant by the term 'habit' and why habits can be hard to change</p> <p>I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school</p> <p>I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself online</p>



Beckwithshaw Community Primary School PSHE & Citizenship Overview by Year Group showing cross curricular coverage

The shaded Learning Outcomes are taught within other subjects across the curriculum (see second grid for subject) but will also be covered through discrete teaching (see LTP).

I know the importance of taking care of my own body, whilst respecting cultural differences
I have a range of strategies for managing and controlling strong feelings and emotions

Me and My future

I can demonstrate how to look after and save money
I can begin to develop an understanding that people have different financial circumstances
I can begin to understand the different values and attitudes that people have with regard to money
I recognise the range of jobs carried out by people they know
I can explain how I will develop skills for work in the future
I understand and use larger sums of money in calculations
I know a range of different ways to pay for things, some may involve debt or credit ('borrowing')
I know that if you 'borrow' you have to pay back more (Muslim Sharia tradition is different)
I am able to keep track of spending, keeping accurate records
I am able to make informed choices about how to pay for something
I am aware that the learning choices I make will affect my future options.
I can identify my strengths, areas for improvement and set high aspirations and goals

Becoming an active citizen

I know 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
I can recognise aggressive and anti-social behaviours such as bullying and discrimination and their effects on individuals and communities
I understand that there is great diversity locally and across the world which affects peoples' choices
I can begin to respond to, or challenge, negative behaviours such as stereotyping and homophobia
I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices
I understand how my choices may impact on the environment
I can describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from

eating and the factors (positive and negative) that affect mental health, including positive self-image.
I know where individuals, families and groups can get help and support
I can express my views confidently and listen to and show respect for the views of others
I can resolve differences, looking at alternatives, making decisions and explaining choices
I can deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to others
I understand what resilience is and have strategies I can use to build my own resilience

Me and My future

I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices
I know and understand how I can develop skills to make a contribution in the future
I know that there are a range of earnings for different jobs
I am able to plan for future spending
I understand how and why people save
I can differentiate between essentials and desires – needs and wants
I understand 'value for money' and can make informed choices to get 'value for money'
I am able to assess 'best buys' in a range of circumstances
I am able to understand and manage feelings about money, my own and others
I can discuss wider issues such as 'does money make you happy?'

Becoming an active citizen

I know how to access local and national support groups
I can talk and write about my opinions
I know that circumstances in other countries and cultures may be different from our own
I know about Fair Trade and what it means
I know that individual and community rights and responsibilities need to be taken into account when making decisions
I understand that choices we make as individuals, a community and a nation impact internationally
I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances
I can recognise and challenge stereotypes
I know where to find impartial advice to inform my decision making
I can express my views confidently and listen to and show respect for

I understand that the person that I think I am communicating with on-line may not be who they say they are
I understand the need to use respectful language and know the legal consequences for sending offensive e-communications
I understand how the media (advertising and internet) may influence my opinions and choices

My healthy lifestyle

I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions
I can manage my time to include regular exercise
I understand that the media can have a positive and negative effect on Emotional Health and Wellbeing, e.g. body image, managing finances etc
I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet
I understand the impact of growth and adolescence on my hygiene, physical activity and nutrition needs
I can look after my body as I go through puberty
I can manage my periods (menstruation)

Me and My future

I can describe the different ways of looking at people's careers and how they develop and I am aware of the main types of employment in my area now and in the past
I know that I have the same rights and opportunities in learning and work the same as other people.
I recognise and use the qualities and skills to be enterprising
I can describe and start to demonstrate some of the key qualities and skills that employers are looking for
I know what is deducted from earnings and why
I can differentiate between manageable and unmanageable debt
I am able to use cheques, credit and debit cards etc
I understand that money we earn also supports the community
I understand different ways of keeping track of my money and can manage a budget
I understand simple risk and return
I am able to 'read', bank statements etc
I understand that managing money is complex but there are people who can help



Beckwithshaw Community Primary School PSHE & Citizenship Overview by Year Group showing cross curricular coverage

The shaded Learning Outcomes are taught within other subjects across the curriculum (see second grid for subject) but will also be covered through discrete teaching (see LTP).

<p>themselves</p> <p><i>Moving on</i> I can identify positive achievements during my time in Year 4 I can identify my strengths, areas for improvement and set myself some goals for Year 5 I can explain what I am worried about and what I am looking forward to in Year 5 I know what to expect when I start Year 5 I can tell you about the changes I can make happen I can make some changes quickly and easily, and some changes are hard and can take a long time</p>	<p>the views of others I can resolve differences, looking at alternatives, making decisions and explaining choices</p> <p><i>Moving on</i> I can identify positive achievements during my time in Year 5 I can identify my strengths, areas for improvement and set myself some goals for Year 6 I can explain what I am worried about and what I am looking forward to in Year 6 I know what to expect when I start Year 6 I can understand why other people are behaving as they are when they are finding change difficult. I know some of the ways of dealing with the feelings that sometimes arise from changes</p>	<p><i>Becoming an active citizen</i> I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself I understand what being part of a community means and I can take part more fully in school and community activities I can demonstrate a sense of social justice and moral responsibility I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment I can research, discuss and debate topical issues, problems and events I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom I am aware of how the media present information and that the media can be both a positive and negative influence I know about the basic institutions that support democracy locally and nationally I can act upon the different kind of responsibilities, rights and duties at home, at school, in the community and towards the environment I can critique how the media present information</p> <p><i>Moving on</i> I can identify positive achievements during my time in Primary School I can explain what I am worried about and what I am looking forward to in Year 7 I can identify my strengths, areas for improvement and set myself some goals for Year 7 I know what to expect when I start Year 7 I can take part and reflect on a planned programme of transition to KS3 I know how change can interfere with our feelings of belonging</p>
--	---	---

Year 1

Philosophy for Children

I can explain the difference between needs and

Behaviour Policy

I can recognise there are different types of teasing

Physical Education

Global Education



Beckwithshaw Community Primary School PSHE & Citizenship Overview by Year Group showing cross curricular coverage

The shaded Learning Outcomes are taught within other subjects across the curriculum (see second grid for subject) but will also be covered through discrete teaching (see LTP).

<p>wants I understand individuals and families have to find ways to balance wants and needs I can express a simple opinion, agreement and disagreement I can ask questions</p>	<p>I can play and work cooperatively I can listen to other people I can share appropriately I can recognise that my behaviour affects others I know the difference between right and wrong, fair and unfair and kind and unkind I play a full part in the life of my classroom I can agree and follow rules for my group and classroom</p>		
<p>Science</p>	<p>Assemblies/Families</p>	<p>Maths I can recognise the coins and notes we use I can choose the correct value of coins and calculate change I know that we have to pay for what we buy I know how to keep money safe I know that I don't have to spend my money but can save it to use later</p>	<p>ICT I understand that some websites may not be age-appropriate I know what to do if I find something inappropriate online</p>
<p>DT I can make healthy eating choices and prepare simple healthy foods</p>	<p>Trips/Out of School Opportunities I recognise the need for safety rules –road, fire, farm, school environment, playground and home</p>		

Year 2

<p>Philosophy for Children can take part in discussions/simple debate with others about topical issues I know that people and other living things have needs and recognise my own responsibility to meet those needs</p>	<p>Behaviour Policy I know how to ask for help when I need it and can name a range of people who can help me I know that there are different types of negative behaviours, bullying and teasing I know that these behaviours are wrong and know how to deal with them including if I experience or witness it, I know how to get help I can listen to others and respect their viewpoints I can identify and respect differences and similarities between people I know how to be a good friend I use simple skills which will help to maintain my personal safety I can contribute to the life of the class and the school</p>	<p>Physical Education I know that a healthy lifestyle includes being physically active, rest, healthy eating and dental health I can make simple choices to improve my physical and emotional well being</p>	<p>Global Education can take part in discussions/simple debate with others about topical issues I know that people and other living things have needs and recognise my own responsibility to meet those needs I know what improves and harms the environment and about some of the ways people look after them I know some ways to look after my environment</p>
--	---	--	--



Beckwithshaw Community Primary School PSHE & Citizenship Overview by Year Group showing cross curricular coverage

The shaded Learning Outcomes are taught within other subjects across the curriculum (see second grid for subject) but will also be covered through discrete teaching (see LTP).

<p>DT</p>	<p>I know that I belong to different groups and communities ie school, family I understand that the choices we make affect ourselves and others I can describe why learning is important I am positive about who I am, what I have achieved and take into account what other people say about me I can recognise and say what is right and wrong I understand that pressure to behave in an unsafe way can come from a range of people, including people I know I have developed my vocabulary to describe my feelings to others I have simple strategies to manage my feelings</p>	<p>Trips/Out of School Opportunities</p> <p>Maths</p> <p>I use simple skills which will help to maintain my personal safety</p>	<p>ICT</p> <p>I can demonstrate an understanding of E-safety when communicating online or using the internet</p>
<p>Year 3</p>			
<p>Philosophy for Children I can empathise with other people</p>	<p>Behaviour Policy I can identify different types of relationships and show</p>	<p>Physical Education</p>	<p>Global Education I can empathise with other people and situations through</p>



Beckwithshaw Community Primary School PSHE & Citizenship Overview by Year Group showing cross curricular coverage

The shaded Learning Outcomes are taught within other subjects across the curriculum (see second grid for subject) but will also be covered through discrete teaching (see LTP).

<p>and situations through topical issues, problems and events I can listen to and show respect for the views of others I can recognise and challenge stereotypes</p>	<p>ways to maintain positive and healthy relationships I understand that relationships may change over time I understand about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>I can describe the nature and consequences of negative behaviours, bullying and express some ways of responding to it (this includes different types of bullying, how to recognise it, how to seek help and coping strategies)</p> <p>I know the importance of valuing myself I can explain how my behaviour may have consequences for myself and others I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately</p> <p>I can recognise the range of human emotions and how they change in different situations I have developed some simple strategies for managing my feelings</p>	<p>I can make choices about my lifestyle to improve my health and well-being and recognise that choices can have good and not so good consequences</p> <p>I know what are the good habits for looking after my growing body</p>	<p>topical issues, problems and events I can listen to and show respect for the views of others I can recognise and challenge stereotypes I can participate in making and changing rules I know why different rules are needed in different situations I know that choices we make can impact on the local, national and global communities I know where to find impartial advice to inform my decision making I can empathise with other people and situations through topical issues, problems and events</p>
<p>Science</p>	<p>Assemblies/Families</p>	<p>Maths</p>	<p>ICT I can demonstrate an understanding of E-safety when communicating online</p>
<p>DT</p>	<p>Trips/Out of School Opportunities I know school rules for health and safety, basic emergency procedures and where to get help for myself and others in need I know rules for and ways of keeping physically and emotionally safe, including road safety and safety in the environment I know how to keep myself and others safe in a variety of situations</p>		
<p>Philosophy for Children Year 5 I can express my views confidently and listen to and show respect for the views of others</p>	<p>Behaviour Policy Year 4 I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to</p>	<p>Physical Education</p>	<p>Global Education Year 4 I understand that there is great diversity locally and across the world which affects peoples' choices</p>



Beckwithshaw Community Primary School PSHE & Citizenship Overview by Year Group showing cross curricular coverage

The shaded Learning Outcomes are taught within other subjects across the curriculum (see second grid for subject) but will also be covered through discrete teaching (see LTP).

	<p>take part in making and changing rules</p> <p>I can recognise aggressive and anti-social behaviours such as bullying and discrimination and their effects on individuals and communities</p>	<p>I can begin to respond to, or challenge, negative behaviours such as stereotyping and homophobia</p> <p>I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices</p> <p>I understand how my choices may impact on the environment</p> <p>I can describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from themselves</p> <p>Year 5</p> <p>I know that circumstances in other countries and cultures may be different from our own</p> <p>I know about Fair Trade and what it means</p> <p>I know that individual and community rights and responsibilities need to be taken into account when making decisions</p> <p>I understand that choices we make as individuals, a community and a nation impact internationally</p> <p>I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances</p> <p>I can recognise and challenge stereotypes</p> <p>Year 6</p> <p>I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia and racism on individuals and communities</p> <p>I can recognise and challenge discrimination and stereotyping (including cultural, ethnic, religious diversity, sexuality, gender and disability)</p> <p>Year 6</p> <p>I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself</p> <p>I understand what being part of a community means</p>
--	---	---



Beckwithshaw Community Primary School

PSHE & Citizenship Overview by Year Group showing cross curricular coverage

The shaded Learning Outcomes are taught within other subjects across the curriculum (see second grid for subject) but will also be covered through discrete teaching (see LTP).

and I can take part more fully in school and community activities
 I can demonstrate a sense of social justice and moral responsibility
I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child
 I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment
 I can research, discuss and debate topical issues, problems and events
 I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
 I am aware of how the media present information and that the media can be both a positive and negative influence
 I know about the basic institutions that support democracy locally and nationally
 I can act upon the different kind of responsibilities, rights and duties at home, at school, in the community and towards the environment
 I can critique how the media present information

Science

Assemblies/Families

Maths

Year 4

I understand and use larger sums of money in calculations

ICT

Year 4

I know that not everything on the internet is true and know what to do if I access something inappropriate
 I can use a range of online communication tools safely to exchange information and collaborate with others within and beyond my school e.g. school's learning platform,
 email, instant messaging, social networking, online gaming, and mobile phones
 I understand the need to keep some information private in order to protect myself when communicating online
 I begin to recognise how electronic communications



Beckwithshaw Community Primary School

PSHE & Citizenship Overview by Year Group showing cross curricular coverage

The shaded Learning Outcomes are taught within other subjects across the curriculum (see second grid for subject) but will also be covered through discrete teaching (see LTP).

may be
used for manipulation or persuasion

Year 5

I recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website

I can use online tools safely to exchange information and collaborate with others within and beyond school

I understand the potential risks of providing personal information in an

increasing range on online technologies both within and outside school

I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others

I understand that the person that I think I am communicating with on-line

may not be who they say they are.

I know how to present myself safely online eg social media sites

Year 6

I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school

I can exchange and share ideas with a wider audience, and evaluate my use

of technology including the use of email, social networking, online gaming,

and mobile phones and how I present myself online

I understand that the person that I think I am communicating with on-line may

not be who they say they are

I understand the need to use respectful language and know the legal

consequences for sending offensive e-communications

I understand how the media (advertising and internet) may influence

my opinions and choices



Beckwithshaw Community Primary School PSHE & Citizenship Overview by Year Group showing cross curricular coverage

The shaded Learning Outcomes are taught within other subjects across the curriculum (see second grid for subject) but will also be covered through discrete teaching (see LTP).

DT	Trips/Out of School Opportunities	Learning to Learn
<p>Year 6</p> <p>I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet</p>	<p>Year 4</p> <p>I know the difference between risk, danger and hazard</p> <p>I can describe what risk means to me</p> <p>I can take responsibility for my own behaviour and safety and realise that actions have consequences</p> <p>Year 6</p> <p>I can take responsibility for my own safety and know about health and safety, basic emergency first aid procedures and where to get help</p> <p>I recognise the responsibility I have due to increased independence and can keep myself and others safe</p> <p>I can respond to challenges including recognising, managing and assessing risks in different situations and can manage them responsibly</p>	<p>Year 5</p> <p>I understand what resilience is and have strategies I can use to build my own resilience</p>