

# St. Michael's C of E Primary School – PSHE Curriculum – Unit 1 Being Me in My World

## Content Overview, Skills and Knowledge Progression from EY to Year 6.

Suggested timing – start of Autumn term (could be whole school focus for initial part week)

<p><b>EY – Key Content - BMIMW</b></p> <ul style="list-style-type: none"> <li>• Self-identity</li> <li>• Understanding feelings</li> <li>• Being in a classroom</li> <li>• Being gentle</li> <li>• Rights and responsibilities</li> </ul>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Know special things about themselves</li> <li>• Know that some people are different from themselves</li> <li>• Know how happiness and sadness can be expressed</li> <li>• Know that hands can be used kindly and unkindly</li> <li>• Know that being kind is good</li> <li>• Know that they have the right to learn and play safely and happily</li> </ul>
<p>In this unit, the children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children’s rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.</p>	<p>Skills</p> <ul style="list-style-type: none"> <li>• Be able to identify feelings associated with belonging</li> <li>• Be able to identify feelings of happiness and sadness</li> <li>• Play co-operatively with others</li> <li>• Consider others’ feelings</li> <li>• Be responsible</li> </ul>
<p><b>Year 1 – Key Content - BMIMW</b></p> <ul style="list-style-type: none"> <li>• Feeling special and safe</li> <li>• Being part of a class</li> <li>• Rights and responsibilities</li> <li>• Rewards and feeling proud</li> <li>• Consequences</li> <li>• Owning the Learning Charter</li> </ul>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Understand the rights and responsibilities of a member of a class</li> <li>• Understand that their views are important</li> <li>• Understand that their choices have consequences</li> <li>• Understand their own rights and responsibilities within their classroom</li> </ul>
<p>In this unit, the children are introduced to their Jigsaw Journals and discuss the Jigsaw Charter. As part of this they discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.</p>	<p>Skills</p> <ul style="list-style-type: none"> <li>• Understand that they are special</li> <li>• Understand that they are safe in their class</li> <li>• Identify helpful behaviours to make the class a safe place</li> <li>• Identify what it’s like to feel proud of an achievement</li> <li>• Recognise feelings associated with positive and negative consequences</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand that they have choices</li> </ul>
<p><b>Year 2 – Key Content - BMIMW</b></p> <ul style="list-style-type: none"> <li>• Hopes and fears for the year</li> <li>• Rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• Safe and fair learning environment</li> <li>• Valuing contributions</li> <li>• Choices</li> <li>• Recognising feelings</li> </ul>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Identifying hopes and fears for the year ahead</li> <li>• Understand the rights and responsibilities of class members</li> <li>• Know that it is important to listen to other people</li> <li>• Understand that their own views are valuable</li> <li>• Know about rewards and consequences and that these stem from choices</li> <li>• Know that positive choices impact positively on self-learning and the learning of others</li> </ul>
<p>In this unit the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.</p>	<p>Skills</p> <ul style="list-style-type: none"> <li>• Recognise own feelings and know when and where to get help</li> <li>• Know how to make their class a safe and fair place</li> <li>• Show good listening skills</li> <li>• Recognise the feeling of being worried</li> <li>• Be able to work co-operatively</li> </ul>
<p><b>Year 3 – Key Content - BMIMW</b></p> <ul style="list-style-type: none"> <li>• Setting personal goals</li> <li>• Self-identity and worth</li> <li>• Positivity in challenges</li> <li>• Rules, rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• Responsible choices</li> <li>• Seeing things from others’ perspectives</li> </ul>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Understand that they are important</li> <li>• Know what a personal goal is</li> <li>• Understand what a challenge is</li> <li>• Know why rules are needed and how these relate to choices and consequences</li> <li>• Know what actions can affect others’ feelings</li> <li>• Know that others may hold different views</li> <li>• Know that the school has a shared set of values</li> </ul>
<p>In this unit the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They talk about new challenges and how to face them with positivity. The children talk about the need for rules and how these relate to rights and responsibilities. They talk about choices and consequences, working collaboratively and seeing things from other people’s points of view. The children talk about different feelings and the ability to recognise</p>	<p>Skills</p> <ul style="list-style-type: none"> <li>• Recognise self-worth</li> <li>• Identify personal strengths</li> <li>• Be able to set a personal goal</li> <li>• Recognise feelings of happiness, sadness, worry and fear in themselves and others</li> <li>• Make other people feel valued</li> <li>• Develop compassion and empathy for others</li> <li>• Be able to work collaboratively</li> </ul>

<p>these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.</p>	
<p><b>Year 4 – Key Content - BMIMW</b></p> <ul style="list-style-type: none"> <li>• Being part of a class team</li> <li>• Being a school citizen</li> <li>• Rights, responsibilities and democracy (school council)</li> <li>• Rewards and consequences</li> <li>• Group decision-making</li> <li>• Having a voice</li> <li>• What motivates behaviour</li> </ul>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Know how individual attitudes and actions make a difference to a class</li> <li>• Know about the different roles in the school community</li> <li>• Know their place in the school community</li> <li>• Know what democracy is (applied to pupil voice in school)</li> <li>• Know that their own actions affect themselves and others</li> <li>• Know how groups work together to reach a consensus</li> <li>• Know that having a voice and democracy benefits the school community</li> </ul>
<p>In this unit the children talk about being part of a team. They talk about attitudes and actions and their effect on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also talk about considering other people’s feelings. They refresh their Jigsaw Charter and set up the Jigsaw Journals.</p>	<p>Skills</p> <ul style="list-style-type: none"> <li>• Identify the feelings associated with being included or excluded</li> <li>• Can make others feel valued and included</li> <li>• Be able to take on a role in a group discussion/task and contribute to the overall outcome</li> <li>• Can make others feel cared for and welcomed</li> <li>• Recognised the feeling of being motivated and unmotivated</li> <li>• Understand why the school community benefits from a Learning Charter</li> <li>• Be able to help friends make positive choices</li> <li>• Know how to regulate my emotions</li> </ul>
<p><b>Year 5 – Key Content - BMIMW</b></p> <ul style="list-style-type: none"> <li>• Planning the forthcoming year</li> <li>• Being a citizen</li> <li>• Rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• How behaviour affects groups</li> <li>• Democracy, having a voice, participating</li> </ul>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Know how to face new challenges positively</li> <li>• Understand how to set personal goals</li> <li>• Understand the rights and responsibilities associated with being a citizen in the wider community and their country</li> <li>• Know how an individual’s behaviour can affect a group and the consequences of this</li> <li>• Understand how democracy and having a voice benefits the school community</li> <li>• Understand how to contribute towards the democratic process</li> </ul>
<p>In this unit the children think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they</p>	<p>Skills</p> <ul style="list-style-type: none"> <li>• Be able to identify what they value most about school</li> <li>• Identify hopes for the school year</li> <li>• Show empathy for people whose lives are different from their own</li> <li>• Consider their own actions and the effect they have on themselves and others</li> </ul>

<p>live in. The children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.</p>	<ul style="list-style-type: none"> <li>• Be able to work as part of a group, listening and contributing effectively</li> <li>• Understand why the school community benefits from a Learning Charter</li> <li>• Be able to help friends make positive choices</li> <li>• Know how to regulate my emotions</li> </ul>
<p><b>Year 6 – Key Content - BMIMW</b></p> <ul style="list-style-type: none"> <li>• Identifying goals for the year</li> <li>• Global citizenship</li> <li>• Children’s universal rights</li> <li>• Feeling welcome and valued</li> <li>• Choices, consequences and rewards</li> <li>• Group dynamics</li> <li>• Democracy, having a voice</li> <li>• Anti-social behaviour</li> <li>• Role-modelling</li> </ul>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Know how to set goals for the year ahead</li> <li>• Understand what fears and worries are</li> <li>• Know about children’s universal rights (United Nations Convention on the Rights of the Child)</li> <li>• Know about the lives of children in other parts of the world</li> <li>• Know what personal choices can affect others locally and globally</li> <li>• Understand that their own choices result in different consequences and rewards</li> <li>• Understand how democracy and having a voice benefits the school community</li> <li>• Understand how to contribute towards the democratic process</li> </ul>
<p>In this unit the children discuss the year ahead, they learn to set goals and discuss their worries and fears about the future. The class learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They talk about their choices and actions and how these can have far reaching effects, locally and globally. The children talk about their own behaviour and the impact it can have on a group. They also talk about rewards and consequences and how these feel. They talk about how an individual’s behaviour can impact on a group. They also talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals.</p>	<p>Skills</p> <ul style="list-style-type: none"> <li>• Be able to make others feel valued and welcomed</li> <li>• Know own wants and needs</li> <li>• Be able to compare their life with the lives of those less fortunate</li> <li>• Demonstrate empathy and understanding towards others</li> <li>• Can demonstrate attributes of a positive role-model</li> <li>• Can take positive action to help others</li> <li>• Be able to contribute towards a group task</li> <li>• Know what effective group work is</li> <li>• Know how to regulate my emotions</li> </ul>