

St. Benedict's Primary School
PSHE
KNOWLEDGE AND SKILLS BUILDER

PSHE element from the National Curriculum – Living in the wider world

Phase	Context for learning	Skills
EYFS	Understanding the World	Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
	Reception Autumn 1 Ourselves	Skill Recognise how we are different and similar to other people Knowledge We are all different, look at physical differences between each other and learn about likes and dislikes
	Reception Summer 1 Heroes and villains	Skill Recognise how we are different and similar to other people Knowledge Learn about the people who help us
KEY STAGE 1	Year 1 Autumn 1 Enchanted Woodlands Context - Feeling Positive; Looking after the Environment	Skill Recognise how people have a responsibility to care for their local, natural and built environments. Knowledge The local environment can be improved by the people that look after it. This might include picking up litter, planting wildflowers and trees to encourage wildlife and walking rather than travelling by car. The local area can be harmed by air pollution from car emissions and smoke, litter, graffiti and dog fouling. Skill Listen to other people and play and work cooperatively. Knowledge

		It is important to get along with other people. Listening to other people's points of view and compromising are essential skills in working and playing cooperatively.
Year 1 Bright lights big city Context- Begin to give simple reasons for own views/opinions		<p>Skill Identify special people, what makes them special and how they should be treated.</p> <p>Knowledge Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers. People can be special for providing love, security and stability and have a special place in someone's life for many different reasons. All people should be treated with love and respect, including love and respect for themselves.</p> <p>Skill Listen to other people and play and work cooperatively.</p> <p>Knowledge It is important to get along with other people. Listening to other people's points of view and compromising are essential skills in working and playing cooperatively.</p>
Year 1 Spring 1 Superheroes Context - Recognising good and bad choices; Keeping safe; Making a positive contribution		<p>Skill Describe how they can contribute to the life of the class and school.</p> <p>Knowledge Contributing to the life of the class and school could include joining a club or school team, taking part in a concert or play, volunteering as a playtime buddy or classroom helper and following the class and school rules.</p> <p>Skill Listen to other people and play and work cooperatively.</p> <p>Knowledge It is important to get along with other people. Listening to other people's points of view and compromising are essential skills in working and playing cooperatively.</p>
Year 1 Spring 2 Beachcombers Context - Caring for the Environment		<p>Skill Demonstrate the strategies and skills needed to care for living things and their local, natural and built environments, including conserving energy.</p> <p>Knowledge It is important to care for living things and the local, natural and built environment. Some strategies that can be used to care for the environment include recycling, avoiding using disposable products, growing fruit and vegetables, reusing materials, walking or cycling</p>

		instead of travelling by car, turning off lights when they are not needed and conserving water.
Year 2 Autumn 1 Street detectives Context – Communities		<p>Skill Recognise that they belong to the different groups and community</p> <p>Knowledge Children belong to several different communities, including class, school family, sports teams and faith groups.</p>
Year 2 Autumn 2 Land Ahoy Context - Looking after our world		<p>Skill Construct and follow group, class and school rules and understand how these rules help individual pupils and the school community.</p> <p>Knowledge Rules are needed to help people live and work together safely and effectively. They should be decided on and agreed to as a group. They involve how people should behave, treat other people, treat other people's possessions and keep themselves and their environment safe and clean.</p> <p>Skill Describe the role that money plays in people's lives, including sources of money, how to keep money safe, choices about spending or saving money and what influences those choices.</p> <p>Knowledge Money plays an important role in people's lives. People earn money by having a job and spend money on housing, food and entertainment. Many people have a bank account where their money is kept safe</p>
Year 2 Summer 1 The Scented Garden Context- Needs and responsibility for people and other living things		<p>Skill Demonstrate the strategies and skills needed to care for living things and their local, natural and built environments, including conserving energy.</p> <p>Knowledge It is important to care for living things and the local, natural and built environment. Some strategies that can be used to care for the environment include recycling, avoiding using disposable products, growing fruit and vegetables, reusing materials, walking or cycling</p>

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LOWER KEY STAGE 2	Year 3 Autumn 1 Heroes and Villains Context - Social and moral dilemmas	<p>Skill Recognise their individuality, personal qualities and strengths, skills, achievements, interests and identify personal goals.</p> <p>Knowledge Each person has strengths, skills and qualities. A goal is an aim or a purpose that can be worked towards. An achievement is something that has been completed or gained through planning, hard work and challenges, which creates a sense of satisfaction</p> <p>Skill Explain why people in different countries do not have access to the same resources, and how people with few resources are helped.</p> <p>Knowledge There are many factors that can affect people's access to resources (wealth, age, disabilities, education, ethnicity, gender and geographic location). There are services available to help people that struggle to access resources. For example, WaterAid provides clean water to poor communities and the British Red Cross provides healthcare services to those in need.</p>
	Year 3 Summer 2 Tribal Tales Context - Thinking about the lives of others	<p>Skill Recognise their individuality, personal qualities and strengths, skills, achievements, interests and identify personal goals.</p> <p>Knowledge Each person has strengths, skills and qualities. A goal is an aim or a purpose that can be worked towards. An achievement is something that has been completed or gained through planning, hard work and challenges, which creates a sense of satisfaction</p>

	<p>Year 4 Autumn 1 I am warrior Context - Recognising achievements</p>	<p>Skill Outline aspirations and ways to achieve them, including how to manage setbacks.</p> <p>Knowledge Aspirations are things that an individual hopes to achieve. These can involve education, jobs, personality, hobbies or lifestyle. For example, a person may aspire to become more confident or eat a healthier diet.</p>
	<p>Year 4 Summer 1 Misty Mountain Sierra Context - Facing new challenges, mountain safety</p>	<p>Skill Outline aspirations and ways to achieve them, including how to manage setbacks.</p> <p>Knowledge Aspirations are things that an individual hopes to achieve. These can involve education, jobs, personality, hobbies or lifestyle. For example, a person may aspire to become more confident or eat a healthier diet.</p>
UPPER KEY STAGE 2	<p>Year 5 Autumn 2 Off With Her Head Context - Making and changing rules</p>	<p>Skill Recognise how and why rules and laws that protect them and others are made and enforced.</p> <p>Knowledge Rules and laws are made to protect members of society. Different rules and laws are needed in different situations. For example, there are laws surrounding the possession, use and selling of illegal drugs. There are consequences of not following rules and laws, such as fines or imprisonment for breaking different laws.</p>
	<p>Year 5 Summer 1 Pharaohs Context- Debating topical issues</p>	<p>Skill Debate topical issues, problems and events that are of concern to them as individuals and to society</p> <p>Knowledge A debate is a serious discussion of a subject in which many people take part. In a debate, facts and opinions are used to support a viewpoint. Topical issues might include global warming or whether a school uniform should be worn</p>
	<p>Year 5 Summer 2 Allotment Context – Using and managing money</p>	<p>Skill Explain how to manage money and the importance of being a critical consumer.</p> <p>Knowledge Managing money involves budgeting so that there is enough money to buy essentials, spending wisely and avoiding debt. A critical consumer researches goods, ensures that the price is fair, reads reviews and questions claims made in advertising</p>

	<p>Year 6 Autumn 1 A Child's War Context- A speech to the Commonwealth</p>	<p>Skill Explain where human rights came from and that there are laws to protect human rights in the UK.</p> <p>Knowledge Human rights were set out in 1948 by the member countries of the United Nations to ensure that the atrocities of the Holocaust never happened again. The Human Rights Act 1998 was passed by parliament to put the European Convention on Human Rights into British law.</p> <p>Skill Debate the advantages and disadvantages of globalisation.</p> <p>Knowledge Globalisation is the increase of trade around the world. There are some advantages, such as increased employment and fair trade. For example, the Fairtrade Foundation works to give farmers a fair price for products, giving opportunities to improve living standards, gain a stronger position in the global market and invest in local communities. There are also some disadvantages of globalisation, such as pollution and the loss of indigenous peoples' culture and land.</p> <p>Skill Explain the benefits of giving and receiving constructive feedback and support.</p> <p>Knowledge Constructive feedback is supportive guidance that is given to help people strengthen their areas for development. Strategies for providing constructive feedback include giving a 'feedback sandwich' (positive comment, area for improvement and positive comment), using the passive voice and giving specific areas for improvement.</p>
	<p>Year 6 Autumn 2 Blood Heart</p>	<p>Skill Explain the benefits of giving and receiving constructive feedback and support.</p> <p>Knowledge Constructive feedback is supportive guidance that is given to help strengthen their areas for development. Strategies for providing constructive feedback include giving a 'feedback sandwich' (positive comment, area for improvement and positive comment), using the passive voice and giving specific areas of improvement.</p>

	<p>Year 6 Spring 1 Frozen kingdom Context- Caring for the environment</p>	<p>Skill Explain the importance of having compassion and a shared responsibility towards others, all living things and in protecting the environment.</p> <p>Knowledge It is a shared responsibility to protect all living things and the environment. People's everyday choices and spending decisions can affect others and the environment, for example, buying fair trade products or single-use plastics and shopping in charity shops.</p> <p>Skill Debate the advantages and disadvantages of globalisation</p> <p>Knowledge Globalisation is the increase of trade around the world. There are some advantages, such as increased employment and fair trade. For example the Fairtrade foundation works to give farmers a fair price for products, giving opportunities to improve living standards, gain stronger position in the global market and invest in local communities. There are also some disadvantages of globalisation, such as pollution and the loss of indigenous peoples' culture and land</p>
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