



Glen Hills Primary School S.M.S.C. Curriculum Map – PSHCE with Route to Resilience Links

Year Group	<u>Spiritual</u> The spiritual development of pupils is shown by their: <ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences. 	<u>Moral</u> The moral development of pupils is shown by their: <ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. 	<u>Social</u> The social development of pupils is shown by their: <ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<u>Cultural</u> The cultural development of pupils is shown by their: <ul style="list-style-type: none"> understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
EYFS	Recognising what makes them special. Self-esteem/Optimism Learning about how different emotions can make people feel. Empathy/Self-esteem Recognising different ways to make people feel better. Empathy/Friendship/Self-esteem Thinking about how they have grown and how they will grow. Self-esteem Growing and taking care of plants. Self-esteem/Gratitude/Co-operation	Learning how to look after their school and their belongings (both at home and at school). Respect/Gratitude Going on a walk in the local environment to find out how to look after it. Respect/Gratitude Listening to stories about recycling and how this can help to look after the environment. Respect/Listening Exploring scenarios linked to taking medicines and why medicines can be good. Reasoning Understanding the importance of recycling. Respect	Knowing how to ask for help and who to ask for help from at school. Honesty/Co-operation Understanding how to help new children joining their class. Empathy/Friendship Beginning to understand how their behaviour can make other people feel. Empathy/Respect/Friendship/Co-operation Learning about what makes a family and how a family cares for each other. Curiosity/Gratitude Knowing how to make friends and what makes a good friend. Friendship/Empathy/Co-operation Identifying who looks after them at home and how they do this. Gratitude/Respect Finding out about the different jobs that people do including professions who may help them. Gratitude Role-playing shops/banks etc. to become familiar with money and other forms of paying for things. Curiosity Playing games linked to spending money to understand saving money or not having enough money to buy something.	Identifying similarities and differences between people of different genders and those from different races, ethnicities and nationalities. Respect/Reasoning Identifying similarities and differences between themselves and their peers. Reasoning/Respect/Self-management Understanding that the families in their class may be different to their family in terms of culture, religion, living arrangements etc. Respect/Reasoning/Empathy Recognising that people have different beliefs and customs. Respect/Empathy

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			Empathy/Self-management/Self-esteem	
Year 1	Understanding a basic range of emotions and how they might make you feel. Empathy/Self-esteem Recognising what makes them special and what makes up their identity. Self-esteem/Optimism/Honesty	Beginning to understand what bullying is. Empathy Knowing how to stand up for what is right. Honesty Understanding the difference between being assertive and being rude. Self-esteem/Empathy Understanding that they are responsible for their body and its actions. Respect Knowing how to look after the environment. Respect/Gratitude	Learning how to work in groups. Respect/Listening/Co-operation/Self-management Recognising who can help them at school and outside of school. Gratitude Being able to say what a friend is and what they do. Friendship/Empathy Recognising how to resolve issues between friends. Friendship/Empathy Understanding how their behaviour might affect other people and their emotions. Empathy/Respect/Self-management/Listening Knowing the importance of hygiene. Self-esteem	Talking about what makes their family special and unique. Self-esteem/Gratitude/Empathy/ Acknowledging that gender roles can be stereotyped. Respect/Empathy Recognising the gender shouldn't and doesn't dictate what people are capable of. Respect/Empathy Recognising that people come from different societal groups and communities. Respect/Co-operation/Empathy
Year 2	Recognising what makes them special. Self-esteem Understanding that you never stop learning. Perseverance Learning how to self/peer evaluate effectively. Honesty/Respect/Resilience/Listening/Self-management Knowing how they have changed and grown. Curiosity Understanding how to stay healthy and safe. Self-esteem/Respect Knowing how to deal with difficult emotions. Resilience/Perseverance	Considering what school/life might be like if people don't/didn't follow the rules. Empathy/Reasoning Explaining why bullying might happen and why it is always wrong. Empathy/Reasoning Knowing which adults they can trust (developing 'Safety Circles'). Honesty Knowing that all medicines are drugs but not all drugs are medicines. Respect Recognising the importance of rules and how they help to keep people safe and happy. Co-operation/Self-management	Recognising who looks after them at school. Gratitude Understanding what their responsibilities at home and school are. Honesty/Respect Explaining what rules there are in school and understanding how these have been developed. Co-operation/Self-management Identifying which decisions are made by whom and how they may be able to impact these decisions. Co-operation/Respect Understanding the benefits of working together. Co-operation Recognising the importance of and how to be a good listener. Listening Learning effective group work skills. Listening/Co-operation/Focus/Self-management Identifying how to help someone who is being bullied. Friendship/Listening/Empathy	Knowing how to stay safe online. Self-esteem/Bravery
Year 3	Writing poetry to recognise their uniqueness and the value of their body and all that it can do. Gratitude/Respect Understanding what aspects of themselves will change and which might stay the same. Reasoning	Role-playing examples of behaviours that should be shown in school. Co-operation/Listening/Respect/Focus Listening to stories which involve bullying and falling out/unkindness and identifying what is happening. Reasoning/Listening/Empathy	Playing games to develop collaborative partnerships and learning. Co-operation/Listening/Respect/Focus Listening to stories about being in new situations and learning about the emotions attached to this. Empathy Listening to stories to identifying reasons why someone might bully another person. Listening/Empathy Listening to stories to understand the feelings of all of the people involved in bullying including bystanders.	Listening to stories about friends who are different from each other because of social, cultural, religious or disability/ability differences. Listening/Respect/Empathy Creating collages of images of men and women and recognising differences between them whilst challenging stereotypes. Respect/Reasoning Using a book to explore the concept of ethnic

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		<p>Using scenario cards to recognise different types of bullying. Reasoning/Empathy</p> <p>Completing a litter sweep of the school grounds to consider the impact of littering. Respect/Self-management</p>	<p>Listening/Empathy</p> <p>Listening to stories to understand what they can do to help in bullying situations. Listening/Empathy</p> <p>Discussing and role-playing different scenarios in which children might try to make friends. Empathy/Listening/Respect/Focus</p> <p>Identifying ways in which friendships may be damaged/broken and subsequently ways in which they can be repaired/mended through discussion and cartoon strips. Empathy/Friendship/Respect/Co-operation</p> <p>Listening to stories to reflect upon who is in their social network. Friendship/Gratitude</p> <p>Using role-play to explore how feelings and behaviours are linked. Empathy</p> <p>Finding out about the local community groups that exist in the area, who runs them and whether they are paid or not to perform this role. Curiosity</p> <p>Researching the role that the media plays in their lives. Curiosity/On Fire</p>	<p>diversity. Respect</p> <p>Writing a poem to consider perceptions of local and national identities and to challenge these. Reasoning/Respect</p> <p>Listening to a story to identify how offensive language based on race or skin colour could make someone feel. Empathy/Respect</p> <p>Using a story to recognise the benefits of a multi-cultural society. Respect/Reasoning</p> <p>Listening to stories that challenge stereotypes.</p>
Year 4	<p>Using stories to explore how their view themselves in terms of personality rather than looks. Self-esteem/Optimism/Honesty</p> <p>Listening/Focus/Respect</p> <p>Considering their feelings about growing up. Honesty/Self-esteem</p> <p>Keeping a diary to reflect on how the keep a healthy lifestyle. Honesty/Self-management</p>	<p>Creating drawings to compare what school with and without rules would be like. Listening/Reasoning/Respect</p> <p>Recognising who is allowed to give out medicines. Reasoning</p> <p>Learning the age restrictions on different drugs (nicotine/alcohol/caffeine). Curiosity</p>	<p>Role-playing showing positive listening skills and negative listening. Listening/Respect</p> <p>Working in small groups to complete a range of tasks. Co-operation/Listening/Respect/Self-management</p> <p>Playing games to develop listening skills. Listening/Focus/Respect</p> <p>Role playing scenarios in which listening skills are important. Listening/Focus/Respect/Co-operation</p> <p>Listening to stories in which a character isn't listening and discussing alternative solutions. Listening/Reasoning</p> <p>Identifying new responsibilities that they could take on at home and at school. Gratitude/Respect/Self-management</p> <p>Learning rules for staying safe online. Self-management</p> <p>Learning about how to cope with loss. Empathy/Respect</p>	<p>Learning about democracy and how it is reflected within the classroom and school. Curiosity</p> <p>Using a genuine issue within the classroom to demonstrate the democratic process. Curiosity/Respect/Listening</p> <p>Understanding the qualities required for a Student Council representative. Reasoning</p>
Year 5	<p>Thinking about how to stay safe as they grow older and become more independent. Self-management/Good thinking</p>	<p>Understanding that rules are designed to keep people safe. Reasoning</p> <p>Learning about the importance of staying safe on the roads (Cycling Proficiency). Respect/Co-</p>	<p>Finding out about a range of places that they can find support, help or advice including ChildLine. Listening/Focus</p> <p>Using stories to think about how to seek help if they are not listened to initially. Reasoning</p> <p>Learning how to support your peers through role-play and discussion. Empathy/Co-operation/Friendship</p>	<p>Using a storybook to consider the diversity of families. Empathy/Reasoning</p> <p>Using discussion to consider prejudice and/or discrimination as factors that may cause bullying. Empathy</p> <p>Listening to stories that show prejudice and</p>

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		<p>operation/Self-management</p>	<p>Listening to stories about making and keeping friendships. Listening/Friendship Using role play and discussion to identify a range of responses to bullying. Listening/Co-operation/Empathy Considering the factors that may cause someone to bully another person. Empathy Listening to stories in order to consider the emotional impact that bullying can have on people. Listening/Empathy Role-playing how to avoid and resolve peer-pressure situations. Self-management/Listening/Respect/Co-operation Discussing when or where cyber-bullying might happen. Reasoning/Listening Reading stories to consider how social media can affect a person's self-identity. Reasoning Researching community groups within the local area. Curiosity/Co-operation</p>	<p>discriminatory bully. Listening/Focus/Empathy Using poetry to identify ethnic diversity within Britain. Respect/Empathy Watching DVD's to consider the negative consequences of stereotyping. Respect/Empathy</p>
Year 6	<p>Thinking about what they think of themselves and how other people think of them. Honesty/Respect Using circle time to explore their changing feelings and emotions. Honesty/Self-esteem</p>	<p>Researching and learning about the UN Rights of the Child. Curiosity/Respect Recognising the 'ground rules' of their classroom. Reasoning Discussing the rules and laws of society. Listening/Respect/Co-operation Debating moral issues and honesty. Listening/Respect/Co-operation Using role-play to consider the legality of a range of situations related to the sale and consumption of a range of drugs. Co-operation/Respect/Reasoning Reflecting/debating upon whether they agree with the laws governing the sale and consumption of a range of drugs. Reasoning/Good thinking</p>	<p>Playing a range of games to identify listening skills and to practise them. Listening/Co-operation/Respect Creating 'online' profiles in order to think about the safe use of social media. Good thinking/Self-management Recognising that people may not always be able to listen to them immediately and what they can do in order to be heard. Reasoning/Good thinking</p>	<p>Learning about the role of MPs, the prime minister, local councils and councillors. Curiosity Creating a mini-election. Co-operation/Focus/Self-management</p>

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