

Peacemakers PSHE Curriculum Overview

Year 1 - Year 6



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Bright Lights, Big City (G)	Moon Zoom (DT)	Paws, Claws & Whiskers (AD)	Dinosaur Planet (H)	Splendid Skies (A/G/H)	Rio de Vida (M)
	Meet and talk with people (e.g. outside visitors, religious leaders, police officers, the school nurse).	Realise that people and other living things have needs and that they have responsibilities to meet them.	Recognise that they belong to various groups and communities, such as family and school	Identify and respect the differences and similarities between people.	Learn how to set goals.	Listen to other people, play, and work co-operatively.
Year 2	Street Detectives (H)	Muck, Mess & Mixtures (AD)	Wriggle & Crawl (AD/DT/G)	The Scented Garden (AD/DT/G)	Land Ahoy (G)	Towers, Tunnels & Turrets (DT)
	Know rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.	Feel positive about themselves. Know that all household products, including medicines, can be harmful if not used properly.	Recognise that they belong to various groups and communities, such as family and school.	Realise that people and other living things have needs, and that they have responsibilities to meet them.	Consider social and moral dilemmas that they come across in everyday life (e.g. aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues).	Know what improves and harms their local, natural and built environments and how to look after them
Year 3	Tremors (G)	Heroes & Villains (M)	Scumiddlyumptious (DT)	Flow (G)	God's and Mortals (H)	Tribal tales (H)
		Resolve differences by looking at alternatives, making decision and explaining choices.	Feel positive about themselves (e.g. by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take).	Talk and write about their opinions and explain their views on issues that affect themselves and society. Research, discuss and debate topical issues, problems and events.	Reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.	Think about the lives of people living in other places and times and people with different values and customs.
Year 4	Playlist (M)	Road Trip USA (G)	I am Warrior (H)	Blue Abyss (AD/G)	Misty Mountain Sleera (G)	Traders and Raiders (H)
		Think about the lives of people living in other places and times and people with different values and customs.	Know where individuals, families and groups can get help and support.	Face new challenges positively by collecting information, looking for help, making responsible choices and taking action.	Talk and write about their opinions and explain their views, on issues that affect themselves and society.	Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
Year 5	Star Gazers (DT)	Off With Her Head (H)	Time Traveller (AD)	Alchemy Island (M)	Allotment (G)	Pharoah (H)
	Meet and talk with people (e.g. people who contribute to society through environmental pressure groups or international aid organisations; people who work in school, neighbourhood, religious	Think about the lives of people living in other places and times and people with different values and customs.	Know how the body changes as they approach puberty	Feel positive about themselves; recognise their worth by identifying positive things about themselves and achievements, seeing mistakes, making amends and setting goals.	Reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.	Research, discuss and debate topical issues, problems and events.
Year 6	ID (DT)	A Child's War (H)	Blod Heart (DT)	Frozen Kingdom (G)	Hola Mexico 1 (M/DT)	Hola Mexico 2 (M/DT)
	Feel positive about themselves; recognise their worth by identifying positive things about themselves and achievements; seeing mistakes, making amends and setting goals.	Recognise the role of voluntary, community and pressure groups. Know where individuals, families and groups can get help and support. Explore how the media present information.	Recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.	Know what democracy is and about the basic institutions that support it locally and nationally. Participate (e.g. school decision-making process, relating to democratic structures and processes such as councils, parliaments, government and voting). Research, discuss and debate topical issues, problems and events.	Reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. Talk and write about their opinions and explain their views, on issues that affect themselves and society Think about the lives of people living in other places and times and people with different values	Recognise that their actions affect themselves and others, to care about other people's feelings and to try to see from their points of view.

Page numbers refer to the Learning for Peace resource followed by Activity number and title. Games and activities that can be used throughout the year and across the school to liven up your circles can be found on the following pages:

P64 and P65 – Cooperative Games

P40-43 – Games

P75, 5.8 – The Incredible machine

There are also lots of circle time games that can be found on the web. Just check – how does this game help to develop peacebuilding skills (listening, cooperation, participation, etc – listed on page 12).

Resources to support the activities in the book can be found on the Learning for Peace website which can be accessed here:

<https://peacemakers.org.uk/resources/learning-for-peace-book>.

Contact jackie@peacemakers.org.uk if you need further help with activities/resources for Peacemaker circles.