

 PSHE Whole School Overview

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|  | **Autumn 1**Being Me in My World | **Autumn 2**Celebrating Difference | **Spring 1**Dreams and Goals | **Spring 2**Healthy Me | **Summer 1**Relationships | **Summer 2**Changing Me |
| FS2 | Self-identityUnderstanding feelingsBeing in a classroomBeing gentleRights and responsibilitiesI understand how it feels to belong and that we are similar and different. I can start to recognise and manage my feelings. I enjoy working with others to make school a good place to be. I understand why it is good to be kind and use gentle hands. I am starting to understand children’s rights and this means we should all be allowed to learn and play. | Identifying talentsBeing specialFamiliesWhere we liveMaking friendsStanding up for yourselfI can identify something I am good at and understand everyone is good at different things. I understand that being different makes us all special. I know we are all different but the same in some ways. I can tell you why I think my home is special to me. I can tell you how to be a kind friend. I know which words to use to stand up for myself when someone says or does something unkind.  | ChallengesPerseveranceGoal-settingOvercoming obstaclesSeeking helpJobsAchieving goalsI understand that if I persevere I can tackle challenges. I can tell you about a time I didn’t give up until I achieved my goal. I can set a goal and work towards it. I can use kind words to encourage people. I understand the link between what I learn now and the job I might like to do when I’m older. I can say how I feel when I achieve a goal and know what it means to feel proud. | Exercising BodiesPhysical activityHealthy foodSleepKeeping clean SafetyI understand that I need to exercise to keep my body healthy. I understand how moving and resting are good for my body. I know which foods are healthy and not so healthy and can make healthy eating choices. I know how to help myself go to sleep and understand why sleep is good for me. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.I know what a stranger is and how to stay safe if a stranger approaches me. | Family LifeBreaking friendshipsFalling outDealing with bullyingBeing a good friendI can identify some of the jobs I do in my family and how I feel like I belong. I know how to make friends to stop myself from feeling lonely.I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words. I can use Calm Me time to manage my feelings. I know how to be a good friend | BodiesRespecting my body Growing upGrowth and ChangeFun and fears CelebrationsI can name parts of the body. I can tell you some things I can do and foods I can eat to be healthy. I understand that we all grow from babies to adults. I can talk about my worries and/or the things I am looking forward to about being in Year 1. I can share my memories of the best bits of this year in Foundation.  |
| Year 1 | Feeling special and safeBeing part of a classRights and responsibilitiesRewards and feeling proudConsequencesOwning the Learning CharterI can explain why my class is a happy and safe place to learn.I can give different examples where I or others make my class happy and safe. | Similarities and differencesUnderstanding bullying andknowing how to deal with itMaking new friendsCelebrating the differences in everyoneI can tell you some waysthat I am different andsimilar to other people inmy class, and why thismakes us all special.I can explain what bullyingis and how being bulliedmight make somebody feel. | Setting goalsIdentifying successesand achievementsLearning stylesWorking well andcelebrating achievementwith a partnerTackling new challengesIdentifying and overcoming obstaclesFeelings of SuccessI can explain how I feel when I am successful and how this can be celebrated positively.I can say why my internaltreasure chest is an important place to store positive feelings. | Keeping myself healthyHealthier lifestyle choicesKeeping cleanBeing safeMedicine safety/safetywith household itemsRoad safetyLinking health and happinessI can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.I can give examples of when being healthy can help me feel happy. | Belonging to a familyMaking friends/being a good friendPhysical contact preferencesPeople who help usQualities as a friend andperson Self-acknowledgementBeing a good friend to myselfCelebrating special relationshipsI can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I canalso explain how my qualities help these relationships.I can give examples of behaviour in other people that I appreciate andbehaviours that I don’t like. | Life cycles – animal and humanChanges in meChanges since being a babyDifferences between female andmale bodies (correctterminology)Linking growing and learningCoping with changeTransitionI can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I canuse the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.I can explain why some changes I might experience might feelbetter than others. |
| Year 2 | Hopes and fears for the yearRights and responsibilitiesRewards and consequencesSafe and fair learningenvironmentValuing contributions ChoicesRecognising feelingsI can explain why mybehaviour can impact onother people in my class.I can compare my own andmy friends’ choices and can express why some choices are better than others. | Assumptions andstereotypes about genderUnderstanding bullyingStanding up for self andothersMaking new friends GenderdiversityCelebrating difference andremaining friendsI can explain thatsometimes people getbullied because they areseen to be different; thismight include people whodo not conform to genderstereotypes.I can explain how it feelsto have a friend and be afriend. I can also explainwhy it is OK to be different from my friends. | Achieving realistic goalsPerseveranceLearning strengthsLearning with othersGroup co-operationContributing to andsharing successI can explain how I playedmy part in a group andthe parts other peopleplayed to create an endproduct.I can explain how our skillscomplemented each other.I can explain how it felt to be part of a group and can identify a range of feelings about groupwork. | MotivationHealthier choicesRelaxationHealthy eating and nutritionHealthier snacks and sharingfoodI can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.I can compare my own and my friends’ choices and can express how it feels to make healthy and safe choices. | Different types of familyPhysical contact boundariesFriendship and conflictSecretsTrust and appreciationExpressing appreciation forspecial relationshipsI can explain why some things might make me feeluncomfortable in a relationship and compare this with relationships that make me feel safe and special.I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. | Life cycles in natureGrowing from young to oldIncreasing independenceDifferences in female and malebodies (correct terminology)AssertivenessPreparing for transitionI can use the correct terms to describepenis, testicles, anus, vagina, vulva and explain why they are private.I can explain why some types of touches feel OK and others don’t.I can tell you what I like and don’t like about being a boy/ girl and gettingolder, and recognise that other people might feel differently to me. |
| Year 3 | Setting personal goalsSelf-identity and worthPositivity in challengesRules, rights andresponsibilitiesRewards and consequencesResponsible choicesSeeing things from others’perspectivesI can explain how mybehaviour can affect howothers feel and behave.I can explain why it isimportant to have rules andhow that helps me and othersin my class learn. I can explainwhy it is important to feelvalued. | Families and theirdifferencesFamily conflict and how tomanage it (child-centred)Witnessing bullying andhow to solve itRecognising how words canbe hurtfulGiving and receivingcomplimentsI can describe differentconflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.I can tell you how beinginvolved with a conflictmakes me feel and can offer strategies to help the situation. e.g Solve ItTogether or asking for help. | Difficult challenges andachieving successDreams and ambitionsNew challengesMotivation and enthusiasmRecognising and trying toovercome obstaclesEvaluating learning processesManaging FeelingsSimple budgetingI can explain the different ways that help me learn and what I need to do to improve.I am confident and positive when I share my success with others. I can explain how thesefeelings can be stored in my internal treasure chest and why this is important. | ExerciseFitness challengesFood labelling and healthyswapsAttitudes towards drugsKeeping safe and why it’simportant online and offline scenariosRespect for myself and othersHealthy and safe choicesI can identify things, people and places that I need to keep safe from, and can tell you somestrategies for keeping myself safe and healthy including who to go to for help and how to callemergency services.I can express how beinganxious/ scared and unwellfeels. | Family roles and responsibilitiesFriendship and negotiationKeeping safe online and who to go to for helpBeing a global citizenBeing aware of how my choices affect othersAwareness of how other children have different livesExpressing appreciation for family and friendsI can explain how my life is influenced positively by people I know and also by people from othercountries.I can explain why my choices might affect my family, friendships andpeople around the world who I don’t know. | How babies growUnderstanding a baby’s needsOutside body changesFamily stereotypes Challenging my ideasPreparing for transitionI can explain how boys’ and girls’ bodies change on the outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings. |
| Year 4 | Being part of a class teamBeing a school citizenRights, responsibilities and democracy (school council)Rewards and consequencesGroup decision-makingHaving a voiceWhat motivates behaviourI can explain why beinglistened to and listening toothers is important in myschool community.I can explain why beingdemocratic is important and can help me and others feelvalued. | Challenging assumptionsJudging by appearanceAccepting self and othersUnderstanding influencesUnderstanding bullyingProblem-solvingIdentifying how special and unique everyone isFirst ImpressionsI can tell you a time whenmy first impression ofsomeone changed as I gotto know them. I can alsoexplain why bullying mightbe difficult to spot and what to do about it if I’m not sure.I can explain why it is good to accept myself and others for who we are. | Hopes and dreamsOvercoming disappointmentCreating new, realistic dreamsAchieving goalsWorking in a groupCelebrating contributionsResiliencePositive attitudesI can plan and set new goals even after a disappointment.I can explain what it means to be resilient and to have a positive attitude. | Healthier friendshipsGroup dynamicsSmokingAlcoholAssertivenessPeer pressureCelebrating inner strengthI can recognise when people are putting me under pressure andcan explain ways to resist this when I want to.I can identify feelings of anxiety and fear associated with peerpressure. | JealousyLove and lossMemories of loved onesGetting on and Falling OutGirlfriends and boyfriendsShowing appreciation to people and animalsI can recognise how people are feeling when they miss a special person or animal.I can give ways that might help me manage my feelings when missing aspecial person or animal. | Being uniqueInside body changesConfidence in changeAccepting changePreparing for transitionEnvironmental changeI can explain how boys’ and girls’ bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen. |
| Year 5 | Planning the forthcoming yearBeing a citizenRights and responsibilitiesRewards and consequencesHow behaviour affects groupsDemocracy, having a voice,ParticipatingI can compare my life withother people in my countryand explain why we haverules, rights andresponsibilities to try andmake the school and thewider community a fair place.I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context. | Cultural differences andhow they can cause conflictRacismRumours and name-callingTypes of bullyingMaterial wealth andhappinessEnjoying and respectingother culturesI can explain the differences between direct and indirecttypes of bullying and canoffer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.I can explain why racismand other forms ofdiscrimination are unkind. I can express how I feelabout discriminatorybehaviour. | Future dreamsThe importance of moneyJobs and careersDream job and how to get thereGoals in different culturesSupporting others (charity)MotivationI can compare my hopes and dreams with those of young people from different cultures.I can reflect on the hopes and dreams of young people from another culture and explain howthis makes me feel. | Smoking, including vapingAlcoholAlcohol and anti-social behaviourEmergency aidBody imageRelationships with foodHealthy choicesMotivation and behaviourI can explain different roles thatfood and substances can play in people’s lives. I can also explain how people can develop eatingproblems (disorders) relating to body image pressures and howsmoking and alcohol misuse is unhealthy.I can summarise different ways that I respect and value my body. | Self-recognition and self-worthBuilding self-esteemSafer online communitiesRights and responsibilities onlineOnline gaming and gamblingReducing screen timeDangers of online groomingSMARRT internet safety rulesI can compare different types of friendships and the feelings associated with them. I can alsoexplain how to stay safe when using technology to communicate with myfriends, including how to stand up for myself, negotiate and to resistpeer pressure.I can apply strategies to manage my feelings and the pressures I may faceto use technology in ways that may be risky or cause harm to myself or others. | Self- and body imageInfluence of online and media on body imagePuberty for girlsPuberty for boysHaving a babyGrowing responsibilityCoping with changePreparing for transitionI can summarise the changes that happen to boys’ and girls’ bodies that prepare them for making a baby when they are older.I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends. |
| Year 6 | Identifying goals for the yearGlobal citizenshipChildren’s universal rightsFeeling welcome and valuedChoices, consequencesand rewardsGroup dynamicsDemocracy, having a voiceAnti-social behaviorRole-modellingI can explain how my choices can have an impact on people in my immediate community and globally.I can empathise with others in my community and globally and explain how this can influence the choices I make. | Perceptions of normalityUnderstanding disabilityPower strugglesUnderstanding bullyingInclusion/exclusionDifferences as conflict,difference as celebrationEmpathyI can explain ways in whichdifference can be a source of conflict or a cause forcelebration.I can show empathy withpeople in situations wheretheir difference is a source of conflict or a cause for celebration. | Personal learning goals, in and out of schoolSuccess criteriaEmotions in successMaking a difference in the worldMotivationRecognising achievementsComplimentsI can explain different ways to work with others to help make the world a better place.I can explain what motivates me to make the world a better place.  | Taking personal responsibilityHow substances affect the bodyExploitation, including ‘county lines’ and gang cultureEmotional and mental healthManaging stressI can explain when substancesincluding alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.I can identify and apply skills to keep myself emotionally healthyand to manage stress andpressure. | Mental healthIdentifying mental health worries and sources of supportLove and loss Managing feelingsPower and control AssertivenessTechnology safetyTake responsibility withtechnology useI can identify when people may be experiencing feelings associatedwith loss and also recognise when people are trying to gain power or control.I can explain the feelings I might experience if I lose somebody special and when I need to stand upfor myself and my friends in real or online situations. I can offer strategies to help me manage thesefeelings and situations. | Self-imageBody imagePuberty and feelingsConception to birth Conception (including IVF)Reflections about change Physical attractionRespect and consentBoyfriends/girlfriendsSextingTransitionI can describe how a baby develops from conception through the ninemonths of pregnancy, and how it is born.I recognise how I feel when I reflect on becoming a teenager and how I feel about the development andbirth of a baby. |

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