

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-identity  Understanding feelings  Being in a classroom  Being gentle  Rights and responsibilities  I 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 talents  Being special  Families  Where we live  Making friends  Standing up for yourself  I 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. | Challenges  Perseverance  Goal-setting  Overcoming obstacles  Seeking help  Jobs  Achieving goals  I 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 Bodies  Physical activity  Healthy food  Sleep  Keeping clean  Safety  I 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 Life  Breaking friendships  Falling out  Dealing with bullying  Being a good friend  I 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 | Bodies  Respecting my body  Growing up  Growth and Change  Fun and fears Celebrations  I 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 safe  Being part of a class  Rights and responsibilities  Rewards and feeling proud  Consequences  Owning the Learning Charter  I 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 differences  Understanding bullying and  knowing how to deal with it  Making new friends  Celebrating the differences in everyone  I can tell you some ways  that I am different and  similar to other people in  my class, and why this  makes us all special.  I can explain what bullying  is and how being bullied  might make somebody feel. | Setting goals  Identifying successes  and achievements  Learning styles  Working well and  celebrating achievement  with a partner  Tackling new challenges  Identifying and overcoming obstacles  Feelings of Success  I can explain how I feel when I am successful and how this can be celebrated positively.  I can say why my internal  treasure chest is an important place to store positive feelings. | Keeping myself healthy  Healthier lifestyle choices  Keeping clean  Being safe  Medicine safety/safety  with household items  Road safety  Linking health and happiness  I 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 family  Making friends/being a good friend  Physical contact preferences  People who help us  Qualities as a friend and  person Self-acknowledgement  Being a good friend to myself  Celebrating special relationships  I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can  also explain how my qualities help these relationships.  I can give examples of behaviour in other people that I appreciate and  behaviours that I don’t like. | Life cycles – animal and human  Changes in me  Changes since being a baby  Differences between female and  male bodies (correct  terminology)  Linking growing and learning  Coping with change  Transition  I 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 can  use 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 feel  better than others. |
| Year 2 | Hopes and fears for the year  Rights and responsibilities  Rewards and consequences  Safe and fair learning  environment  Valuing contributions Choices  Recognising feelings  I can explain why my  behaviour can impact on  other people in my class.  I can compare my own and  my friends’ choices and can express why some choices are better than others. | Assumptions and  stereotypes about gender  Understanding bullying  Standing up for self and  others  Making new friends Gender  diversity  Celebrating difference and  remaining friends  I can explain that  sometimes people get  bullied because they are  seen to be different; this  might include people who  do not conform to gender  stereotypes.  I can explain how it feels  to have a friend and be a  friend. I can also explain  why it is OK to be different from my friends. | Achieving realistic goals  Perseverance  Learning strengths  Learning with others  Group co-operation  Contributing to and  sharing success  I can explain how I played  my part in a group and  the parts other people  played to create an end  product.  I can explain how our skills  complemented each other.  I can explain how it felt to be part of a group and can identify a range of feelings about group  work. | Motivation  Healthier choices  Relaxation  Healthy eating and nutrition  Healthier snacks and sharing  food  I 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 family  Physical contact boundaries  Friendship and conflict  Secrets  Trust and appreciation  Expressing appreciation for  special relationships  I can explain why some things might make me feel  uncomfortable 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 nature  Growing from young to old  Increasing independence  Differences in female and male  bodies (correct terminology)  Assertiveness  Preparing for transition  I can use the correct terms to describe  penis, 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 getting  older, and recognise that other people might feel differently to me. |
| Year 3 | Setting personal goals  Self-identity and worth  Positivity in challenges  Rules, rights and  responsibilities  Rewards and consequences  Responsible choices  Seeing things from others’  perspectives  I can explain how my  behaviour can affect how  others feel and behave.  I can explain why it is  important to have rules and  how that helps me and others  in my class learn. I can explain  why it is important to feel  valued. | Families and their  differences  Family conflict and how to  manage it (child-centred)  Witnessing bullying and  how to solve it  Recognising how words can  be hurtful  Giving and receiving  compliments  I can describe different  conflicts 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 being  involved with a conflict  makes me feel and can offer strategies to help the situation. e.g Solve It  Together or asking for help. | Difficult challenges and  achieving success  Dreams and ambitions  New challenges  Motivation and enthusiasm  Recognising and trying to  overcome obstacles  Evaluating learning processes  Managing Feelings  Simple budgeting  I 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 these  feelings can be stored in my internal treasure chest and why this is important. | Exercise  Fitness challenges  Food labelling and healthy  swaps  Attitudes towards drugs  Keeping safe and why it’s  important online and offline scenarios  Respect for myself and others  Healthy and safe choices  I can identify things, people and places that I need to keep safe from, and can tell you some  strategies for keeping myself safe and healthy including who to go to for help and how to call  emergency services.  I can express how being  anxious/ scared and unwell  feels. | Family roles and responsibilities  Friendship and negotiation  Keeping safe online and who to go to for help  Being a global citizen  Being aware of how my choices affect others  Awareness of how other children have different lives  Expressing appreciation for family and friends  I can explain how my life is influenced positively by people I know and also by people from other  countries.  I can explain why my choices might affect my family, friendships and  people around the world who I don’t know. | How babies grow  Understanding a baby’s needs  Outside body changes  Family stereotypes Challenging my ideas  Preparing for transition  I 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 team  Being a school citizen  Rights, responsibilities and democracy (school council)  Rewards and consequences  Group decision-making  Having a voice  What motivates behaviour  I can explain why being  listened to and listening to  others is important in my  school community.  I can explain why being  democratic is important and can help me and others feel  valued. | Challenging assumptions  Judging by appearance  Accepting self and others  Understanding influences  Understanding bullying  Problem-solving  Identifying how special and unique everyone is  First Impressions  I can tell you a time when  my first impression of  someone changed as I got  to know them. I can also  explain why bullying might  be 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 dreams  Overcoming disappointment  Creating new, realistic dreams  Achieving goals  Working in a group  Celebrating contributions  Resilience  Positive attitudes  I 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 friendships  Group dynamics  Smoking  Alcohol  Assertiveness  Peer pressure  Celebrating inner strength  I can recognise when people are putting me under pressure and  can explain ways to resist this when I want to.  I can identify feelings of anxiety and fear associated with peer  pressure. | Jealousy  Love and loss  Memories of loved ones  Getting on and Falling Out  Girlfriends and boyfriends  Showing appreciation to people and animals  I 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 a  special person or animal. | Being unique  Inside body changes  Confidence in change  Accepting change  Preparing for transition  Environmental change  I 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 year  Being a citizen  Rights and responsibilities  Rewards and consequences  How behaviour affects groups  Democracy, having a voice,  Participating  I can compare my life with  other people in my country  and explain why we have  rules, rights and  responsibilities to try and  make the school and the  wider 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 and  how they can cause conflict  Racism  Rumours and name-calling  Types of bullying  Material wealth and  happiness  Enjoying and respecting  other cultures  I can explain the differences between direct and indirect  types of bullying and can  offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.  I can explain why racism  and other forms of  discrimination are unkind. I can express how I feel  about discriminatory  behaviour. | Future dreams  The importance of money  Jobs and careers  Dream job and how to get there  Goals in different cultures  Supporting others (charity)  Motivation  I 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 how  this makes me feel. | Smoking, including vaping  Alcohol  Alcohol and anti-social behaviour  Emergency aid  Body image  Relationships with food  Healthy choices  Motivation and behaviour  I can explain different roles that  food and substances can play in people’s lives. I can also explain how people can develop eating  problems (disorders) relating to body image pressures and how  smoking and alcohol misuse is unhealthy.  I can summarise different ways that I respect and value my body. | Self-recognition and self-worth  Building self-esteem  Safer online communities  Rights and responsibilities online  Online gaming and gambling  Reducing screen time  Dangers of online grooming  SMARRT internet safety rules  I can compare different types of friendships and the feelings associated with them. I can also  explain how to stay safe when using technology to communicate with my  friends, including how to stand up for myself, negotiate and to resist  peer pressure.  I can apply strategies to manage my feelings and the pressures I may face  to use technology in ways that may be risky or cause harm to myself or others. | Self- and body image  Influence of online and media on body image  Puberty for girls  Puberty for boys  Having a baby  Growing responsibility  Coping with change  Preparing for transition  I 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 year  Global citizenship  Children’s universal rights  Feeling welcome and valued  Choices, consequences  and rewards  Group dynamics  Democracy, having a voice  Anti-social behavior  Role-modelling  I 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 normality  Understanding disability  Power struggles  Understanding bullying  Inclusion/exclusion  Differences as conflict,  difference as celebration  Empathy  I can explain ways in which  difference can be a source of conflict or a cause for  celebration.  I can show empathy with  people in situations where  their difference is a source of conflict or a cause for celebration. | Personal learning goals, in and out of school  Success criteria  Emotions in success  Making a difference in the world  Motivation  Recognising achievements  Compliments  I 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 responsibility  How substances affect the body  Exploitation, including ‘county lines’ and gang culture  Emotional and mental health  Managing stress  I can explain when substances  including 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 healthy  and to manage stress and  pressure. | Mental health  Identifying mental health worries and sources of support  Love and loss Managing feelings  Power and control Assertiveness  Technology safety  Take responsibility with  technology use  I can identify when people may be experiencing feelings associated  with 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 up  for myself and my friends in real or online situations. I can offer strategies to help me manage these  feelings and situations. | Self-image  Body image  Puberty and feelings  Conception to birth  Conception (including IVF)  Reflections about change Physical attraction  Respect and consent  Boyfriends/girlfriends  Sexting  Transition  I can describe how a baby develops from conception through the nine  months 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 and  birth of a baby. |

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