

PSHE Curriculum Overview and Year Group Objectives

Autumn Term					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Welcome to School Explain what positive behaviour is and why it is important. Understand how rules can keep us safe. Identify who the adults are in school and how they help us.</p> <p>Emergencies and Getting Help Safely get help in an emergency, including calling 999. Understand how to care for myself and others.</p> <p>People Who Care for Us Identify different people in our lives who cares for us. Explain how I show that I care. Understand that all families are different but have the same key qualities. Understand that people are different too, but they have the same needs. Describe how to get help if someone is making me feel unsafe.</p>	<p>Respecting Uniqueness Explain what special and unique mean. Describe their own special and unique characteristics. Explain how we respect the special and unique characteristics of others.</p> <p>Our Communities Explain what a community is. Discuss what communities they belong to. Understand what a stereotype is. Explain how stereotypes can be harmful.</p> <p>Everyday Safety Refresh knowledge about calling 999 in an emergency. Understand dangers in everyday situations and how to keep safe. Recognise how to keep safe at home, including fire safety with electrical appliances, lighters and matches. Identify that some household products and medicines are harmful. Recognise how to stay safe outdoors, especially around water and roads. Know who to ask for help if we're worried about your/someone else's safety.</p>	<p>World of Work Identify my strengths and goals. Identify different career paths. Explore factors that influence job decisions (stereotypes, family, values, money). Explain key skills that will help me get a job. Identify a range of different education and training opportunities.</p> <p>Spending and Saving Money Identify different types of money. Explain where money comes from. Identify different ways that people choose to use their money (including savings). Identify the difference between needing and wanting to spend money. Explain how to keep money safe.</p> <p>Road Safety Identify and model the 'Stop, Look, Listen, Think' sequence. Recognise safer places to cross the road. Understand their responsibilities as a pedestrian, a cyclist, a</p>	<p>What Makes A Good Friend? Identify the qualities of a good friend (on/ offline). Describe the effects of loneliness and how to support ourselves and others. Understand that friendships change across our lifetime. Identify how to manage conflict in friendships positively. Describe how to get support.</p> <p>Respecting Others Explain what respect means. Explain how to show respect in a debate. Understand that there are limits to having freedom of opinion and speech. Understand that we can disagree with an opinion but still respect someone.</p> <p>Resolving Conflict and Managing Negative Pressure Identify how friendships supports our wellbeing. Identify some tools to build good friendships. Explain how to manage and resolve conflict. Explain when and how to get support.</p>	<p>A Diverse Community Describe the different communities that we belong to. Explain what diversity means. Describe my personal identify in simple terms. Understand that we shouldn't discriminate against others. Understand that we are all connected.</p> <p>Respectful Relationships Identify the features of a positive family life. Recognising similarities and differences between people in the community. Understand how to respect differences within the community and classroom. Defines what self respect is and why this is important. Recognises how to have and encourage polite, respectful relationships.</p> <p>Illness Explain what it feels like when we are unwell. Explain what the immune system is. Describe different ways to keep our bodies healthy. Understand how some medications and vaccinations can help to keep us healthy.</p>	<p>Different Types of Families Identify the shared characteristics of healthy family life. Explain different types of romantic relationships. Identify why some people chose to marry or have a civil partnership. Identify different family structures and the similarities between these families. Explain how to get support if a family relationship is making me feel unhappy or unsafe.</p> <p>Healthy and Harmful Relationships Identify on/ offline bullying and how to manage this. Identify some harmful behaviours in a relationship. Explain what forced marriage is and how to get support. Define stereotype and discrimination and some strategies to challenge this. Understand where to go for help or support with harmful behaviour.</p>

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<p>Rights, Responsibilities and Respect</p> <p>Know how to be kind to others.</p> <p>Explain how certain behaviours help us show respect to others (such as kindness, helpfulness and honesty).</p> <p>Be able to show gratitude for the kind behaviour of others.</p>	<p>Basic First Aid</p> <p>Learn first aid skills.</p> <p>Feel confident to help someone who needs first aid.</p> <p>Feel able to help someone in need of first aid.</p>	<p>passenger in a car or on public transport.</p> <p>Understand risk and the effect of risky behaviour.</p> <p>Identify the strategy of 'Stop and Think' to cope with dangerous situations caused by others.</p> <p>Individual and Collective Strength</p> <p>Identify what skills are needed to work with others in a team.</p> <p>Understand that everyone brings different strengths to working in a team.</p> <p>Recognise what they are good at when working in a team.</p>	<p>Identify what peer pressure is.</p> <p>Everyday Safety and Basic First Aid</p> <p>Learn and practise how to keep yourself and others safe.</p> <p>Learn how to care for yourself and others.</p> <p>Learn how to safely get help in an emergency, including calling 999.</p>	<p>Identify who can help us when we are feeling unwell.</p> <p>Nutrition and Healthy Eating</p> <p>Be able to identify the different food groups in a balanced diet.</p> <p>To explain what foods are not healthy and reasons why.</p> <p>Be able to plan a healthy meal.</p>	<p>Keeping Your Body Safe Part 1</p> <p>Define safe and unsafe.</p> <p>Identify which parts of the body are private.</p> <p>Define inappropriate or unwanted touch.</p> <p>Recognise the right of each individual to decide who can touch their body, where and in what way.</p> <p>Identify places and people who can offer help if we are feeling unsafe.</p> <p>Keeping Your Body Safe Part 2</p> <p>Recognise the right of each individual to decide who can touch their body, where, and in what way.</p> <p>Can explain consent.</p> <p>Recognise the importance of permission seeking/giving behaviour, and how this can be communicated.</p> <p>Identify places and people who can offer help if we are feeling unsafe.</p>
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Spring Term

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Healthy Friendships</p> <p>Identify what makes a good friend.</p> <p>Describe how to be a good friend.</p> <p>Be able to use some simple tools to help solve conflicts.</p>	<p>Learning About Work</p> <p>Identify their own and other's strengths.</p> <p>Know what a job is and why people do them.</p> <p>Be able to describe some community jobs.</p>	<p>Physical Activity</p> <p>Explain the benefits of physical activity on our body and mind.</p> <p>Identify the recommendations of regular physical activity for their age group.</p>	<p>Money Choices</p> <p>Explain how people pay for things.</p> <p>Explain why people spend or save.</p> <p>Identify why something might be "good value."</p>	<p>Bodies and Reproduction</p> <p>Correctly identify parts of external genitalia and internal reproductive organs.</p>	<p>Spending Decisions</p> <p>Identify ways to keep money safe from loss or theft.</p> <p>Explain how money impacts well-being.</p> <p>Identify how spending decisions affect others</p>

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<p>Understand how to get help to make a friendship better.</p> <p>Our Bodies and Boundaries Understand and learn the PANTS rules. Name body parts and know which parts should be private. Know the difference between appropriate and inappropriate touch. Understand that I have the right to say “no” to unwanted touch. Start thinking about who I trust and who I can ask for help.</p> <p>Our Health Explain how we can look after our health. Explain how we keep our bodies healthy through our diet, dental hygiene, sleep and sun safety. Explain how we need to balance physical activity with time online.</p> <p>Healthy Food Choices Identify different fruit and vegetables. Explore and evaluate fruit and vegetables, describing their feel, appearance, smell and taste. Recall the new recommended daily maximum sugar intake for my age range.</p>	<p>Know what makes someone good at their job.</p> <p>Horrible Hands Understand that infection can be spread through touch. Understand that we can pick up microbes through things we touch and spread them to others. Understand that we wash hands to remove microbes. Understand that washing hands is the best way to prevent the spread of microbes. Understand that washing with soap and water is better than using water alone.</p> <p>Sharing Pictures Describe what might happen if we share a picture. Identify the effect of people’s actions online and consider ways of keeping myself and others safe. Recognise that I can be an ‘upstander’ by choosing not to join in. Identify up to four adults in my life who I trust and how I can ask them for help if I have a problem online.</p> <p>Playing Games Describe what personal information is and the importance of not sharing this.</p>	<p>Explain how physical activity makes our bodies feel. Describe why exercise makes us feel good.</p> <p>Drugs Identify that some drugs are legal and some are illegal. Have a basic understanding of the health risks of legal drugs. Have a basic understanding of the dangers of illegal drugs. Be aware of the reasons that some people may choose to use legal drugs. Be aware that they can always ask for help and who to ask for support.</p> <p>The Internet and Everyday Life Describe how someone might feel if people are always on their devices. Evaluate how much time they spend on my digital devices. Identify the benefits of taking time to disconnect from digital devices.</p> <p>Everyday Feelings Identify that feelings/emotions are part of a person’s health and wellbeing. Recognise that feelings usually change throughout the day. Give examples of everyday things that can affect feelings.</p>	<p>Identify different priorities that effect our spending decisions. Use basic budgeting tools.</p> <p>Volunteering and Citizenship Describe what a good citizen is and understand how they can be a good citizen. Explain what volunteering means and what things they can do to volunteer in the community. Explain how they can help and care for their friends and family. Identify how they can make a difference to the planet based on their actions. Make a plan of actions.</p> <p>Safety Enjoying the Online World Recognise when something encountered online ‘doesn’t feel right.’ Identify and resist pressurising and manipulative behaviour. Identify some risks of sharing photos, videos and comments publicly. Explain what privacy settings are used for and how they can help. Give examples of how online actions can affect others.</p>	<p>Understand that everyone’s bodies are different and we should respect this. Describe key facts about reproduction and pregnancy. Know where to ask for help with questions about their bodies.</p> <p>Changes Define what puberty means. Understand that everyone will experience puberty differently. Identify key changes which happen during puberty. Understand what menstruation is. Understand where to go for help and support around puberty and their bodies.</p> <p>Online Content – Can You Trust Everything You See Online? Understand that not everything online is trustworthy. Recognise some of the differences between fact and opinion. Describe how to make decisions on what they trust online using agreed criteria.</p> <p>Online Contact – Can You Trust Everyone Who Contacts You Online? Recognise that it is their own choice to accept something online.</p>	<p>including the environment and supporting charities.</p> <p>Exploring Risk in Relation to Gambling Explain risk in relation to gambling. Identify how winning or losing can affect a person’s feelings and what makes someone want to take the risk. Describe what can influence someone to gamble or feel pressure to do so. Recognise who to ask for help if concerned about gambling or the pressure to do something like gambling.</p> <p>Online Friendships and Keeping Safe Understand the dangers of taking personal photographs and sharing them online.</p> <p>Skills for Using the Internet Safely Understand the dangers of chatting to strangers online.</p>
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<p>Explain why fruit and vegetables are an important part of a healthy diet, are a good sugar swap and why they are important to my 5-a-day.</p> <p>Understand and compare the sugar content in a variety of food and drink products.</p> <p>Select lower-sugar alternatives to high-sugar products.</p>	<p>Recognise different feelings they might encounter online and how the body might tell them something 'doesn't feel right'.</p> <p>Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online.</p>	<p>Describe what can help people to feel good/better.</p>	<p>Keeping Personal Information Safe and Private Online</p> <p>Give examples of content which may be appropriate or inappropriate to share online.</p> <p>Explain the possible consequences of sharing without consent.</p> <p>Identify appropriate people to turn to for help.</p>	<p>Recognise ways that people may seek to persuade them online.</p> <p>Know what to do if they have any concerns about something they experience online.</p>	
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Summer Term

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>We All Have Feelings</p> <p>Recognise and name some feelings that I might have.</p> <p>Explain how feelings can make our bodies feel inside.</p> <p>Describe how other's might be feeling.</p> <p>Identify who can help me with feelings, and how I can help others.</p> <p>Good and Not So Good Feelings</p> <p>Identify feelings that are good and not so good.</p> <p>Recognise that people feel differently about things and situations.</p> <p>Explain what can change my feelings (from good to not so good and from not so good to good).</p> <p>Suggest things that can help me and others to feel better.</p>	<p>Online Friends</p> <p>Describe the qualities that make a good friend.</p> <p>Identify that people online may not tell the truth.</p> <p>Explain the difference between a secret and a surprise.</p> <p>Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online.</p> <p>Big Feelings</p> <p>Recognise that feelings can intensify (get stronger).</p> <p>Describe how big feelings can affect their behaviour.</p> <p>Identify what can help them feel better when they have a big feeling (including talking to trusted adults).</p> <p>Use words or phrases to ask for help with feelings.</p>	<p>Expressing Feelings</p> <p>Name a wide range of feelings and emotions.</p> <p>Match feelings to a scale of intensity and identify strong feelings.</p> <p>Describe different feelings and how they are experienced in the body.</p> <p>Recognise why it is important for people to express their feelings.</p> <p>Strategies to support positive mental wellbeing</p> <p>Recognise that mental health is as important as physical health.</p> <p>Understand that everyone experiences ups and downs in their mental health.</p> <p>Identify key strategies and techniques to support positive mental wellbeing.</p>	<p>Understanding That Not Everyone Is Who They Say They Are Online</p> <p>Identify different tactics someone might use to manipulate another person online.</p> <p>Explain what to do if someone tries to pressure or manipulate them.</p> <p>Share ideas about how technology can be used positively.</p> <p>Managing Feelings</p> <p>Explain how feelings and emotions can influence actions and behaviour.</p> <p>Identify ways of coping with feelings in different situations.</p> <p>Explain why it is important to talk about feelings and describe how this can feel.</p>	<p>Mental Health and Keeping Well</p> <p>Explain what is meant by the term 'mental health.'</p> <p>Identify everyday behaviours that can help to support mental (and physical) health.</p> <p>Recognise that we can take care of our mental health (as well as our physical health).</p> <p>Managing Challenges and Change</p> <p>Describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected.</p> <p>Recognise conflicting emotions and when these might be experienced.</p> <p>Explain how feelings and emotions change over time.</p> <p>Identify positive actions to support mental wellbeing</p>	<p>Social Media</p> <p>Recognise what wellbeing and social media mean.</p> <p>Describe actions a person can take to look after their wellbeing with a balance of online and offline activities.</p> <p>Evaluate the positives and negatives of social media.</p> <p>Feelings and Common Anxieties When Changing Schools</p> <p>Identify feelings people might experience when starting a new school / moving to secondary school (KS3).</p> <p>Recognise common causes of worry, challenges and opportunities that may be part of this transition.</p> <p>Identify and evaluate the usefulness and reliability of different sources of support</p>

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<p>Managing Our Time Safely Whilst Online Describe how something online might make someone feel worried or sad. Recognise different feelings. Identify up to four adults who can help with problems online.</p>	<p>Keeping Our Teeth Healthy Understand the importance of brushing, flossing and rinsing. Explain how to brush, floss and rinse. Understand what healthy teeth are and name basic parts of a tooth. Know what foods to avoid to keep teeth healthy. Understand what happens during a dentist appointment.</p>	<p>Know where to go for help if they or a friend is feeling unhappy.</p> <p>Sun Safety Explain what ultraviolet or UV light is. Explain how our skin can be damaged by UV light. Explain how we can keep skin safe and healthy with some simple measures. Explain how sunblock or sunscreen can protect our skin.</p>	<p>Recognise that help, advice and support about feelings comes from different sources.</p> <p>The Environment Explain what climate change is. Identify different ways we can protect the environment. Explain what changes we can make at home and at school to protect the environment.</p>	<p>during difficult times, including identifying their personal support network.</p> <p>Exploring Risk in Everyday Situations Assess how risky different everyday activities are. Describe how important it is to 'stop and think' before taking a risk. Explain what makes a risk worth taking and what makes it too risky.</p>	<p>and information available; explain how to access them. Identify ways to positively manage the move to secondary school (KS3).</p> <p>Changing Schools Identify the differences between primary and secondary school. Describe how it might feel to move to secondary school. Explain different ways of managing change.</p>
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