

	PSHE Curriculum Overview 2020-2021						
	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Theme	All About Me	Celebrations - Stars	Dinosaurs	Down on the Farm	Minibeasts and Growing	Under the Sea
	PSED: Making Relationships	Shows affection for people who are special to them	Seeks out others to share experiences Interested in others play and starting to join in May form a special friendship with another child	Demonstrates friendly behaviour, initiating conversations and forming good relationships with others	Keeps play going by responding to what others are saying and doing Initiates play, offering cues to peers to join in	Can play in a group, extending and elaborating play ideas	Initiates conversations, attends to what others are saying
	PSED: Self Confidence and Self Awareness	Separates from main carer with support and encouragement from a familiar adult	Expresses own preferences and interests	Shows confidence in asking adults for help Can select and use activities and resources with help	Welcomes and values praise for what they have done Enjoys responsibility of carrying out small tasks	Is more outgoing towards unfamiliar people and more confident in new social situations Confident to talk to other children when playing and will communicate freely about home and community	Confident to speak to there about own needs, wants, interests and opinions
	PSED: Managing Feelings and Behaviour	Seeks comfort from familiar adults when needed Can express their own feelings such as sad, scared, happy, cross, scared, and worried	Shows understanding and cooperates with some boundaries and routines Responds to the feelings and wishes of others Aware that some actions can hurt or harm others	Tries to help or give comfort to others when others are distressed Can inhibit own actions/behaviour	Growing ability to distract self when upset Aware of own feelings and knows that some actions and words can hurt others feelings Can usually tolerate delay when needs are not met, and	Begins to accept the needs of others and can take turns and share resources, sometimes with support from others Can usually adapt behaviour to different events, social situations and changes in routine	Aware of the boundaries set, and of behavioural expectations in the setting

					understands that wishes may not always be met		
	Theme	Me and My World	Colour my World	Bears	Growing	Fairy tales	Holidays and Transport
Reception	PSED: Making Relationships	Separate from our carers and demonstrate independence in using the provision provided	Initiate conversations, attend to and take account of what others say	Initiates conversations, attends to and takes account of what others say	Show concern and sensitivity towards living things	Initiate conversations and takes account of what others say	Talk about how we show feelings, talk about our own and others' behaviour, and what the consequences are, and know that some behaviour is unacceptable
		Develop familiarity of the school environment and adults (small group tours of the school)	Explains own knowledge and understanding, and ask appropriate questions of others	Explains own knowledge and understanding, and asks appropriate questions of others	Takes steps to resolve conflicts with other children, e.g. finding a compromise	Explain our own knowledge and understanding, and asks appropriate questions	Continue to work as part of a group or class, and understand and follow the rules
	PSED: Self Confidence and Self Awareness	Show confidence in asking adults for help	Takes steps to resolve conflicts with other children, e.g. finding a compromise	Takes steps to resolve conflicts with other children, e.g. finding a compromise			
		Talk freely to other children while playing	Begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy				
		Shows confidence in asking adults for help	Can describe self in positive terms and talk about own abilities	Confident to speak to others about own needs, wants, interests and opinions	Ask questions	Be confident to speak to others about own needs, wants, interests and opinions	Be confident to speak in familiar groups, talk about our ideas, and choose the resources we need for our chosen activities
		Talks freely to other children while playing	Becomes confident to speak to others about own needs, wants, interests and opinions	Can describe self in positive terms and talk about abilities		Describe ourselves in positive terms and talk about abilities	

	PSED: Managing Feelings and Behaviour	<p>FOCUS - on making friends, sharing and taking turns</p> <p>Learning rules of the classroom and learning routines of the school day</p> <p>Show friendly behaviour, talk to others and form good relationships with their friends and adults</p>	<p>Understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them</p> <p>How to be aware of the boundaries set, and of behavioural expectations in the setting</p>	<p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting</p>	<p>Be kind, take turns and share with each other</p>	<p>Understand that some behaviour is unacceptable</p> <p>Take steps to resolve conflicts with other children, e.g. finding a compromise</p>	<p>Take account of one another's ideas about how to organise our activity</p>
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PSHE Curriculum Overview 2020-2021

	Autumn			Spring			Summer		
KS1/KS2 Core Theme	Health and Well Being			Living in the Wider World			Relationships		
Topics	Healthy Lifestyles	Growing and Changing	Keeping Safe	Rights and Responsibilities	Environment	Money	Feelings and Emotions	Healthy Relationships	Valuing Difference
Year 1	What helps to keep our bodies healthy	Recognising what I am good at	Keeping safe from medicines and harmful household products at home	To learn about group and class rules and why they are important	Looking after the local environment (cross year-group project with year 2)	To understand where money comes from and what it is used for	To recognise feelings in myself and others	To understand the importance of not keeping secrets that make me feel uncomfortable, anxious, or afraid	To share my views and opinions with others
	Hygiene and self-care routines	Setting Goals Change and loss and how it might feel	How to ask for help if I am worried about something	To understand that everyone is unique in some ways, and the same in others	To learn about how we can look after the local environment (cross year-group project with year 2)	To learn how to use money – saving and spending	To share my feelings with others	To identify special people in my life, and understand what makes them special	To understand the importance of respect for the similarities and difference between people
Year 2	Making Healthy choices.	Recognising what I am good at and setting goals	I understand some rules for keeping safe, both in familiar and unfamiliar situations.	To learn about group and class rules and why they are important	To learn about what improves and harms my local environment- (including natural and built)	To learn how to make choices about how to spend and save my money	To learn about different types of behaviour and how this can make others feel	To listen to others and play co-operatively	To share my views and opinions with others
	Different kinds of feelings.	Understanding some ways that I am growing, changing, and becoming more independent	How to ask for help if I am worried about something	To learn about respecting the needs of ourselves and others	To develop strategies and skills needed to care for these (including conserving energy)	To learn how to keep track of how I am using my money	To recognise some things that make me comfortable or uncomfortable	To learn about appropriate and inappropriate touch	To understand the importance of respect for the similarities and difference between people
	Simple strategies to manage feelings.	Understanding why privacy is important in	Correct naming some parts of my body	To learn about groups and communities that I belong to			To understand that bodies and	To learn about different types of bullying and teasing, and to understand that these are	

		(including external genitalia)	different contexts.	To learn about the people who work in my community and understand how to get their help, including in an emergency			feelings can be hurt	wrong and unacceptable To learn what to do if teasing or bullying is happening	
Year 3	<p>To understand what makes a healthy diet.</p> <p>Making my own choices about food</p> <p>To understand what might influence my food choices</p> <p>To Understand what is meant by a habit, and that habits can be hard to change.</p>	<p>To recognise my achievements and set personal targets for the future</p> <p>To learn about a wider range of feelings, both good and not so good</p> <p>To understand that people can experience conflicting feelings at the same time</p> <p>To describe my feelings to others</p>	<p>To learn about the importance of school rules for health and safety.</p> <p>To learn how I can get help in an emergency</p> <p>To learn about some of the people that help to keep me healthy and safe.</p>	<p>To learn about group and class rules and why they are important</p> <p>To learn about respecting the needs of ourselves and others</p> <p>To learn about groups and communities that I belong to</p> <p>To learn about the people who work in my community and understand how to get their help, including in an emergency</p>	<p>To develop strategies and skills needed to care for my environment (including conserving energy)</p> <p>To consider my rights, responsibilities and duties relating to my environment</p>	<p>To learn about and develop skills in enterprise (<i>Cross Year Group project with Year 6</i>)</p>	<p>To be able to recognise and respond to a wider range of feelings in others</p>	<p>To recognise different types of relationships</p> <p>To recognise bullying and abuse in all its forms (including cyber bullying and use of prejudice-based language), how to respond and ask for help</p> <p>To recognise what constitutes a positive, healthy relationship</p> <p>About appropriate and inappropriate touch</p>	<p>To realise the nature and consequences of discrimination and prejudice-based language, both in person and online</p>

								To learn that my actions affect others	
Year 4	<p>To understand what makes a balanced lifestyle</p> <p>To make choices in relation to health</p> <p>To learn about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)</p> <p>To understand how the spread of infection can be prevented</p>	<p>To recognise my achievements and set personal targets for the future</p> <p>To learn about some of the changes that happen at puberty</p>	<p>To develop strategies for keeping safe in the local environment, including road safety awareness</p> <p>To develop strategies for keeping emotionally safe</p> <p>To develop strategies for keeping safe online</p>	<p>To discuss and debate health and wellbeing issues</p> <p>To appreciate difference and diversity in the UK and around the world</p>	<p>To learn about sustainability of the environment across the world and my rights, responsibilities and duties relating to this</p>	<p>To learn about the role of money</p> <p>To learn about what is meant by interest and loan</p> <p>To develop strategies to manage money (saving and budgeting)</p>	<p>To learn about the concept of keeping something confidential or secret</p> <p>To learn about when I should or should not agree to keeping a secret</p> <p>To recognise and manage dares</p>	<p>To learn about the difference between acceptable and unacceptable physical contact</p> <p>To learn how to respond to unacceptable physical contact</p> <p>About solving disputes and conflict amongst myself and my peers</p>	<p>To feel confident to share my own point of view and voice my concerns</p> <p>To learn how to listen and respond respectfully to a wide range of people and points of view</p>
Year 5	<p>To understand what positively and negatively affects their physical, mental, and emotional health</p>	<p>To learn different ways of achieving and celebrating my personal goals</p> <p>To learn how having high expectations can support</p>	<p>To develop strategies for managing personal safety in the local environment- both physically and emotionally</p>	<p>To research, discuss and debate issues concerning health and wellbeing</p> <p>To understand why and how rules and laws are made</p>	<p>To learn about the different kinds of responsibilities that I have at school, home, in my community and towards my environment.</p> <p>To continue to</p>	<p>To understand how finance plays an important part in people's lives</p> <p>To learn about being</p>	<p>To be able to recognise and respond appropriately to a wider range of feelings in others</p>	<p>To learn about the consequences of my actions on myself and others</p> <p>To learn about working collaboratively</p>	<p>To respectfully listen to others but raise concerns and challenge points of view when necessary</p>

	<p>How to make informed choices that contribute to a ‘balanced lifestyle.’</p> <p>To learn about the benefits of a balanced diet</p> <p>To learn about different influences on food and diet</p> <p>To make informed choices about food</p>	<p>personal achievements</p> <p>To further describe the range and intensity of my feelings to others.</p> <p>To learn strategies to manage complex of conflicting emotions</p> <p>To learn about changes including transitions, loss, separation, divorce and bereavement</p>	<p>To develop strategies for managing personal safety online</p> <p>To learn what to consider before sharing pictures of themselves and others online</p> <p>To learn how to keep safe and well when using a mobile phone.</p>	<p>To learn how to take part in making and changing rules</p> <p>To understand how anti-social behaviours can affect wellbeing</p> <p>How to handle, challenge and respond to anti-social or aggressive behaviours</p> <p>To learn how to resolve differences, respect different points of view and make my own decisions</p>	<p>develop skills to demonstrate these responsibilities.</p>	<p>a critical consumer</p> <p>To learn about the importance of looking after my money, including managing interest, loans, and debts</p> <p>To understand that people pay ‘tax’ to contribute to society</p>		<p>towards shared goals.</p> <p>To develop negotiation and compromise strategies to resolve disputes and conflict</p> <p>To learn to give helpful feedback and support to others</p>	
Year 6	<p>To recognise how images in the media can distort reality and affect how people feel about themselves</p> <p>To learn about some of the risks and effects of legal and</p>	<p>To understand different ways of achieving and celebrating personal goals.</p> <p>To understand how having high aspirations can support my personal achievements</p>	<p>To learn about independence, increased responsibility and keeping safe</p> <p>To learn strategies for managing risk</p> <p>To learn strategies for managing risk</p>	<p>To research, discuss and debate issues concerning health and wellbeing and offer recommendations to appropriate people</p> <p>To learn about the UN declaration on the Rights of the Child</p>	<p>To understand how resources are allocated and the affect this has on individuals, communities and the environment</p>	<p>To understand what enterprise means for work and society</p> <p>To begin to apply enterprise skills</p>	<p>To learn about confidentiality</p> <p>To recognise times when it is appropriate and necessary to break a confidence</p>	<p>To learn about different kinds of relationship (families, friends, couples, marriage, civil partnership)</p> <p>To learn what constitutes a positive, healthy relationship and develop</p>	<p>To respectfully listen to others but raise concerns and challenge points of view when necessary</p> <p>To learn about the factors that make people the same or different</p>

	illegal substances (drugs-including medicines, alcohol and tobacco)	To learn about some physical and emotional changes that happen at puberty (<i>recap learning from year 4</i>)	To learn about different influences on behaviour, including peer pressure and media influence	To learn about the importance of human rights and the Rights of the Child				the skills to maintain them	To recognise and challenge 'stereotypes'
		To learn about human reproduction in the context of the human life cycle	To learn how to resist unhelpful pressure and ask for help	To understand that harmful practises such as FGM and forced marriage are illegal in British law and against human rights				To recognise when a relationship is unhealthy	To learn about the correct use of the terms sex, gender identity and sexual orientation
		To learn how a baby is made and how it grows	To learn about my right to protect my body	To understand that human rights overrule any beliefs, ideas or practices that harm others				To learn about committed loving relationships (including marriage and civil partnerships)	To learn about discrimination, teasing, bullying and aggressive behaviour and its effect on others
		To learn about roles and responsibilities of parents and carers	To understand that female genital mutilation (FGM) is physical abuse and is illegal	To learn about what it means to be part of a community				To learn that marriage, arranged marriage and civil partnership is between two people who willingly agree	
		To understand that pregnancy can be prevented	To learn about the importance of speaking out about FGM	To know about different groups/individuals that support the local community				To learn that forced marriage is illegal and the importance of speaking out against this	
			To recognise people who are responsible for helping me to stay healthy and safe, and how I can help	To be critical of what I see and read in the media				To learn to judge whether physical contact is acceptable or unacceptable	
				To critically consider the information I					

			them to help me To understand how I can safely access help and support	choose to forward to others				and how to respond To learn about the importance of keeping personal boundaries and the right to privacy	
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