



PSHE - SEAL CURRICULUM OVERVIEW 2018-19

	<u>AUTUMN 1</u>	<u>AUTUMN 2</u>	<u>SPRING 1</u>	<u>SPRING 2</u>	<u>SUMMER 1</u>	<u>SUMMER 2</u>
THEME	NEW BEGINNINGS	GETTING ON & FALLING OUT	GOING FOR GOALS	GOOD TO BE ME	RELATIONSHIPS	CHANGES
SEAL theme and topics covered:	<ul style="list-style-type: none"> •Getting to know each other •Rights and responsibilities •The class charter •Creating a community •Joining a new group •Feeling welcome and welcoming others • Belonging •Gifts and Talents 	<ul style="list-style-type: none"> • Co-operation •Friendship and working together •Understanding and managing feelings •Conflict resolution and problem solving •Active listening •Making and sustaining friendships •Seeing things from another point of view •What is bullying? (key messages, witnesses/ bystanders, the bully and the bullied) •Creating a safe school •Becoming a 'telling' school 	<ul style="list-style-type: none"> • Motivation Persistence and perseverance •Dealing with frustrations and boredom •Role models •Overcoming obstacles to success •Excuses, taking responsibility •Understanding/knowing myself •Knowing how I learn best - learning styles •Giving feedback about work and behaviour •Breaking long-term goals down into small steps •New Year Resolutions •Weighing up the consequences •Scaling - as a way of monitoring progress •Making choices •Taking risks 	<ul style="list-style-type: none"> Feeling excited •Calming down: relaxing •Feeling good about myself: feeling proud •Standing up for myself: assertiveness •Our gifts and talents •Impulsive v thoughtful behaviour •Feeling surprised •Fight or flight •Proud v boastful •Agreeing and disagreeing 	<ul style="list-style-type: none"> •Understanding my uncomfortable feelings - proud, jealous, loved, cared for, fair and unfair, loneliness, guilt, embarrassment •People who are important to us •Dealing with our hurt feelings without hurting others •Loss and bereavement •Leaving home •Dealing with feelings of guilt •Making amends •Sticks and stones •Breaking friendships • Forgiveness 	<ul style="list-style-type: none"> •Transition and change over time •Welcome and unwelcome changes •Making a plan to bring about change •Understanding individual differences in our responses to change •Saying goodbye and moving on
Possible learning opportunities						
FOUNDATION	SEAL: Develop a sense of belonging. Awareness of class rules. Managing own feelings.	SEAL: Friendship & co-operation. Understanding feelings.	SEAL: Understanding self. Setting own goals.	SEAL: Standing up for self. Understanding & managing own feelings.	SEAL: Understanding fair & unfair. Understanding & managing own feelings.	SEAL: Dealing with change. How they have changed.

	Understanding what makes a good a friend.				Respecting other people's opinions, listening and respecting others point of view.	
KS1	<p>BELONGING</p> <p>Children will be taught:</p> <p>1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</p> <p>1b) to share their opinions on things that matter to them and explain their views;</p> <p>1c) to recognise, name and deal with feelings in a positive way;</p> <p>1d) to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>1e) how to set simple goals;</p> <p>2a) to take part in discussions with one other person and with the whole class;</p> <p>2b) to recognise choices they can make, and the difference between right and wrong;</p> <p>2c) to agree and follow rules for their group and classroom, and understand how rules help them;</p> <p>2d) to realise that</p>	<p>GETTING ON & FALLING OUT</p> <p>1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</p> <p>1b) to share their opinions on things that matter to them and explain their views;</p> <p>1c) to recognise, name and deal with feelings in a positive way;</p> <p>1d) to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>1e) how to set simple goals;</p> <p>2a) to take part in discussions with one other person and with the whole class;</p> <p>2c) to recognise choices they can make, and recognise the difference between right and wrong;</p> <p>2h) to contribute to the life of the class and the school;</p> <p>4a) to recognise how their behaviour affects other people;</p>	<p>GOING FOR GOALS</p> <p>1c) to recognise, name and deal with their feelings in a positive way;</p> <p>1d) to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>1e) to know how to set a simple goal;</p> <p>4a) to recognise how their behaviour affects other people.</p>	<p>GOOD TO BE ME</p> <p>1c) to recognise, name and deal with their feelings in a positive way;</p> <p>4a) to recognise how their behaviour affects other people;</p> <p>4b) to listen to other people, and play and work cooperatively;</p> <p>4d) that family and friends should care for each other;</p>	<p>RELATIONSHIPS</p> <p>1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</p> <p>1b) to share their opinions on things that matter to them and explain their views;</p> <p>1c) to recognise, name and deal with feelings in a positive way;</p> <p>1d) to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>2c) to recognise choices they can make, and recognise the difference between right and wrong;</p> <p>2d) to agree and follow rules for their group and classroom, and understand how rules help them;</p> <p>4a) to recognise how their behaviour affects other people;</p> <p>4b) to listen to other people, and play and</p>	<p>CHANGES</p> <p>1b) to share their opinions on things that matter to them and explain their views;</p> <p>1c) to recognise, name and deal with feelings in a positive way;</p> <p>1d) to think about themselves, to learn from their experiences and to recognise what they are good at;</p> <p>1e) how to set simple goals;</p> <p>2a) to take part in discussions with one other person and the whole class;</p> <p>2c) to recognise choices they can make, and to recognise the difference between right and wrong;</p> <p>2f) that they belong to various groups and communities, such as family and school;</p> <p>3d) about the process of growing from young to old and about how people's needs change;</p> <p>4a) to recognise how their behaviour affects</p>

	<p>people have needs, and that they have responsibilities to meet them;</p> <p>2e) that they belong to various groups and communities, such as family and school;</p> <p>2f) to contribute to the life of the class and the school;</p> <p>3a) to recognise how their behaviour affects other people;</p> <p>3b) to listen to other people, and play and work cooperatively;</p> <p>3c) to identify and respect the differences and similarities between people;</p> <p>3d) that family and friends should care for each other.</p>	<p>4b) to listen to other people, and play and work cooperatively;</p> <p>4c) to identify and respect the differences and similarities between people;</p> <p>4d) that family and friends should care for each other.</p>			<p>work cooperatively;</p> <p>4c) to identify and respect the differences and similarities between people;</p> <p>4d) that family and friends should care for each other;</p>	<p>other people;</p> <p>4b) to listen to other people, and play and work cooperatively;</p> <p>4c) to identify and respect the differences and similarities between people.</p>
KS2	<p>BELONGING</p> <p>Children will be taught:</p> <p>1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1c) to face new</p>	<p>GETTING ON & FALLING OUT</p> <p>1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</p> <p>1b) to share their opinions on things that matter to them and explain their views;</p> <p>1c) to recognise, name and deal with feelings in a positive way;</p> <p>1d) to think about themselves, learn from their experiences and</p>	<p>GOING FOR GOALS</p> <p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1c)to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>2f) to resolve</p>	<p>GOOD TO BE ME</p> <p>1d) to 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;</p> <p>2c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and</p>	<p>RELATIONSHIPS</p> <p>1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1c) to face new</p>	<p>CHANGES</p> <p>1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p>

	<p>challenges positively by collecting information, looking for help, making responsible choices, and taking action;</p> <p>2a) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;</p> <p>2b) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities;</p> <p>2c) that there are different kinds of responsibilities, rights and duties at home, school and in the community, and that these can sometimes conflict with each other;</p> <p>2d) to resolve differences by looking at alternatives, making decisions and explaining choices; 3a) that their actions affect themselves and others, to care about other people's feelings and to try and see things from their points</p>	<p>recognise what they are good at;</p> <p>1e) how to set simple goals;</p> <p>2a) to take part in discussions with one other person and with the whole class;</p> <p>2c) to recognise choices they can make, and recognise the difference between right and wrong;</p> <p>2h) to contribute to the life of the class and the school;</p> <p>4a) to recognise how their behaviour affects other people;</p> <p>4b) to listen to other people, and play and work cooperatively;</p> <p>4c) to identify and respect the differences and similarities between people;</p> <p>4d) that family and friends should care for each other. 4c) to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships;</p> <p>4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to</p>	<p>differences by looking at alternatives, making decisions and explaining choices;</p> <p>3e) to recognise the different risks in different situations and then decide how to behave responsibly;</p> <p>4a) to recognise that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p>	<p>communities;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>3e) to recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable;</p> <p>3f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view;</p> <p>4c) to be aware of different types of relationship, including marriage and those between</p>	<p>challenges positively by collecting information, looking for help, making responsible choices, and taking action;</p> <p>2c) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>2f) to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help;</p> <p>4f) that differences</p>	<p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;</p> <p>1d) to 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;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>2i) to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from others' points of view;</p> <p>4b) to be aware of the lives of people living in other places and times, and of people with different values and customs;</p>
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	of view; 3b) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.	respond to them and ask for help; 4e) to recognise and challenge stereotypes; 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.		friends and families, and to develop the skills to be effective in relationships; 4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.	and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;	4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.
EDUCATIONAL WEEKS		ANTI-BULLYING WEEK TBC Friendships/Bullying E-Safety Black History Week Bonfire Night Human Rights Day	INTERNET SAFETY DAY	GLOBAL CITIZENS		FIT FOR LIFE
EDUCATIONAL VISITS/VISITOR		Visitor/Workshop	Marie Curie Cancer Daffodil day 1 st March	Class link up with another school		