



PSHE - SEAL CURRICULUM OVERVIEW 2018-19

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

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

collecting information, looking for help, making responsible choices, and taking action; 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:

challenges positively by

2b) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities; 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:

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 recognise what they are good at;

1e) how to set simple goals;

2a) to take part in discussions with one other person and with the whole class:

2c) to recognise choices they can make, and recognise the difference between right and wrong;

2h) to contribute to the life of the class and the school:

4a) to recognise how their behaviour affects other people;

4b) to listen to other people, and play and work cooperatively;

4c) to identify and respect the differences and similarities between people;

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; 4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to

differences by looking at alternatives, making decisions and explaining choices:

3e)to recognise the different risks in different situations and then decide how to behave responsibly; 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.

communities: 2e) to reflect on spiritual, moral, social and cultural issues. using imagination to understand other people's experiences; 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; 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;

4a) that their actions

view:

between

affect themselves and from their points of others, to care about view: 4d) to realise the other people's feelings and to try to see things nature and from their point of consequences of racism, teasing, bullying 4c) to be aware of and aggressive different types of behaviours and how to relationship, including respond to them and ask for help: marriage and those

and taking action;

2c) to realise the

consequences of

antisocial and

such as bullying

and racism, on

individuals and

2e) to reflect on

communities:

understand

other people's

experiences;

choices:

2f) to resolve

others, to care about

other people's feelings

4f) that differences

and to try to see things

challenges positively by 1c) to face new collecting information, challenges positively by looking for help, making collecting information, looking for help, responsible choices. making responsible choices, and taking action: 1d) to recognise, as they approach puberty, aggressive behaviours, how people's emotions change at that time and how to deal with their feelings towards themselves. spiritual, moral, social their family and cultural issues. and others in a positive using imagination to way: 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to differences by looking understand other at alternatives, making people's experiences; decisions and explaining 2i) to appreciate the range of national, 4a) that their actions regional, religious and affect themselves and

ethnic identities in the United Kingdom; 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: 4b) to be aware of the lives of people living in other places and times. and of people with different values and customs:

	of view; 3b) that differences	respond to them and ask for help;		friends and families, and to develop the skills	and similarities between people arise	4f) that differences and similarities
	and similarities between	4e) to recognise and		to be effective in	from a number of	between people arise
	people arise from a	challenge stereotypes;		relationships;	factors, including	from a number of
	number of factors,	4f) that differences and		4d) to realise the	cultural, ethnic, racial	factors, including
	including cultural,	similarities between		nature and	and religious diversity,	cultural, ethnic, racial
	ethnic, racial and	people arise from a		consequences of racism,	gender and disability;	and religious diversity,
	religious diversity,	number of factors,		teasing, bullying and		gender and
	gender and disability.	including cultural, ethnic,		aggressive		disability.
		racial and religious		behaviours, and how to		
		diversity, gender and		respond to them and ask		
		disability.		for help.		
EDUCATIONAL		ANTI-BULLYING WEEK	INTERNET	GLOBAL CITIZENS		FIT FOR LIFE
WEEKS		TBC Friendships/Bullying	SAFETY DAY			
		E-Safety				
		Black History Week				
		Bonfire Night				
		Human Rights Day				
EDUCATIONAL		Visitor/Workshop	Marie Curie Cancer	Class link up with		
VISITS/VISITOR			Daffodil day 1st March	another school		