



# PSHE Curriculum Overview

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PSED focus</b>	<b>Community – settling into school routines</b>	<b>Identity – All about Me</b>	<b>Relationships</b>	<b>Health</b>	<b>Risk</b>	<b>Independence</b>
	<ul style="list-style-type: none"> <li>-Settling into the school environment</li> <li>Separates from main carer with support and encouragement from a familiar adult</li> <li>Follow nursery routines, e.g. sitting on the carpet, helping at tidy up time.</li> <li>Shows understanding and cooperates with some boundaries and routines.</li> <li>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do</li> </ul>	<ul style="list-style-type: none"> <li>Name their body parts</li> <li>Describe themselves using simple adjectives</li> <li>Expresses own preferences and interests</li> <li>Shows affection and concern for people who are special to them</li> <li>Can express their own feelings such as sad, happy, cross, scared, worried</li> <li>Has a sense of own immediate family and relations</li> <li>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul>	<ul style="list-style-type: none"> <li>May form a special friendship with another child.</li> <li>Initiates play, offering cues to peers to join them.</li> <li>Confident to talk to other children when playing, and will communicate freely about own home and community</li> <li>Recognise that families may look different to their own</li> <li>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> </ul>	<ul style="list-style-type: none"> <li>Observes the effects of activity on their bodies.</li> <li>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>Children can talk about what they like to eat and identify some healthy foods</li> <li>Can notice and tell adults if they are tired and want to rest</li> </ul>	<ul style="list-style-type: none"> <li>Model and support to use scissors and other tools</li> <li>Begin to understand risk of putting things in mouth</li> <li>Understands that equipment and tools have to be used safely</li> <li>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>Runs safely on whole foot</li> </ul>	<ul style="list-style-type: none"> <li>Is more outgoing towards unfamiliar people and more confident in new social situations</li> <li>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> <li>Asks for help when needed</li> <li>Can usually adapt behaviour to different events, social situations and changes in routine.</li> <li>Can put their coat on independently and remove/put on clothes for toileting</li> <li>Can select and use resources with help</li> </ul>

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PSED focus:</b>	<b>Community – settling into school routines</b>	<b>Identity – All about Me</b>	<b>Relationships</b>	<b>Health</b>	<b>Risks</b>	<b>Independence</b>
	<ul style="list-style-type: none"> <li>Class and school wide rules and expectations</li> <li>Making new friends</li> <li>Sharing with others</li> <li>Tidy up after themselves</li> <li>Taking turns</li> <li>Belonging within the school – attending assembly and interacting with other year groups</li> <li>The 5Cs</li> </ul>	<ul style="list-style-type: none"> <li>Use relevant adjectives to describe themselves (inc names for hair and eye colours)</li> <li>Describe their family and talk about family traditions, special memories.</li> <li>Understand that they are unique, and be able to identify what makes them special</li> <li>Look at similarities and differences between themselves and others</li> <li>Celebrate and share their achievements with others</li> </ul>	<ul style="list-style-type: none"> <li>Play co-operatively and engage in conversation</li> <li>Learn to solve minor disagreements</li> <li>Understand that there are different types of families, and what should constitute a health, positive family (e.g. love, safety, respect)</li> <li>Recognise and express a broad range of emotions</li> <li>Children recognise unacceptable behaviours such as bullying</li> <li>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</li> <li>They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</li> </ul>	<ul style="list-style-type: none"> <li>Children can sort healthy and unhealthy foods and know some reasons food is/is not healthy</li> <li>Children understand the importance of good health practices, including sleeping and brushing teeth</li> <li>Children manage their own basic hygiene and personal needs successfully</li> <li>They have a basic understanding of germs and dispose of tissues in the bin.</li> <li>Children know about the health benefits of exercise</li> <li>Children have simple strategies for helping soothe themselves if they feel sad</li> <li>Children can talk about caring for others, including pets.</li> </ul>	<ul style="list-style-type: none"> <li>Identify people who help us in different situations and how to ask for help</li> <li>Understand that rules in school and at home help to keep them safe</li> <li>Manage simple risks e.g. walking with scissors, running in the playground</li> <li>Children are confident to challenge themselves and take risks with the support of an adult</li> </ul>	<ul style="list-style-type: none"> <li>Make and justify decisions</li> <li>Children are confident to speak to a class group.</li> <li>They can talk about the things they enjoy, and are good at, and about the things they don't find easy.</li> <li>They are resourceful in finding support when they need help or information.</li> <li>Children know different ways to manage their own feelings</li> <li>They can solve simple disputes without adult help</li> <li>They understand people have different points of view to themselves.</li> </ul>



# PSHE Curriculum Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Community	Community	Community	Community	Community and Society	Community and Society
Autumn 1	<ul style="list-style-type: none"> <li>To understand the meaning of the term 'community' and identify features of a school community</li> <li>To name and explain each of the 5C's</li> <li>To discuss 'belonging' and identify and discuss the communities they belong to</li> <li>To consider who in our community can help us at different times</li> <li>To recognise and discuss right/wrong behaviours</li> <li>To understand how choices they make at school effect the school community</li> </ul>	<ul style="list-style-type: none"> <li>To explain what makes their school a community and how they can support new members of the community</li> <li>Recognising role models and authority figures</li> <li>Giving and receiving feedback</li> <li>Identify and discuss different types of communities</li> <li>Consider how our behaviours affect others</li> <li>Identify different strategies to improve our school community</li> </ul>	<ul style="list-style-type: none"> <li>Moving into KS2 and their role in the school community</li> <li>To create a set of values that they feel represents their class community.</li> <li>To discuss role models and authority figures within their own and other communities</li> <li>To research and discuss a topical issue in their school community</li> <li>To research how the school Harvest festival supports the local community and help to raise awareness of it</li> <li>To consider the position of the school within the local community</li> </ul>	<ul style="list-style-type: none"> <li>Behaviours and rights in different communities</li> <li>UN Convention on the Rights of the Child</li> <li>Power and authority within communities</li> <li>To listen to and respect the viewpoints of others</li> <li>To consider why we need rules and laws in our school and national communities</li> <li>Understand how our school community fits into the broader national community</li> </ul>	<ul style="list-style-type: none"> <li>To understand how their own personal and local communities fit into the global community, and the values of our national community (British Values)</li> <li>How laws and rules are made</li> <li>British values, rights and responsibilities</li> <li>Work co-operatively as a group to design their own 'bill'</li> <li>To present and vote on their bills becoming a law</li> <li>To consider career aspirations and how different careers contribute to broader society.</li> </ul>	<ul style="list-style-type: none"> <li>Changing personal responsibilities within the school, community and to themselves.</li> <li>To consider and discuss diversity within British society (linked to Protected Characteristics)</li> <li>To discuss the differences between equality and equity (link to Protected characteristics)</li> <li>To consider how individuals can play a role in UK democracy</li> <li>To consider their career aspirations and their pathways.</li> <li>TO consider how their own choices and behaviour can affect the local, national and global community.</li> </ul>
Autumn 2	Identity	Identity	Identity	Identity	Identity	Identity
	<ul style="list-style-type: none"> <li>To describe themselves and recognise their strengths</li> <li>To name their different body parts, and understand that some parts of their body are private.</li> <li>To understand the importance of not judging others by their appearance</li> </ul>	<ul style="list-style-type: none"> <li>To identify their strengths and weaknesses and set a target for improvement</li> <li>To consider different influences on identify .</li> <li>I know about stereotypes and how these can have a negative impact</li> <li>To know how to stand up for themselves and others</li> <li>To explore the meaning of 'pride' and identify things</li> </ul>	<ul style="list-style-type: none"> <li>To consider that multiple aspects form our identity, and which can/cannot be chosen</li> <li>The importance of being true to ourselves</li> <li>Respecting the identity of others</li> <li>Active listening</li> <li>Seeing things from another's point of view</li> </ul>	<ul style="list-style-type: none"> <li>To explore visible and invisible aspects of identity</li> <li>To be confident to share our identity with others</li> <li>Strategies to develop self-esteem</li> <li>Strategies to develop resilience</li> <li>To consider ways to relax when we feel intense emotions</li> <li>To celebrate our identities</li> </ul>	<ul style="list-style-type: none"> <li>Exploring 'British' Identity</li> <li>To understand that differences and similarities between people arise from a number of factors</li> <li>Evaluating images in the media, and their impact</li> <li>To explore 'online identity'</li> <li>To understand about change and loss and the</li> </ul>	<ul style="list-style-type: none"> <li>To reflect on their own identity and values</li> <li>To acknowledge and be respectful regarding the differences of others, including gender identity</li> <li>Challenging biases and stereotypes</li> <li>Online reputations</li> <li>Expressing ourselves with respecting others</li> </ul>



# PSHE Curriculum Overview

	<ul style="list-style-type: none"> <li>To compare similarities and differences between themselves and others</li> <li>To discuss their dreams and aspirations</li> <li>To consider how to treat those who are different to us</li> </ul>	about themselves they are proud of <ul style="list-style-type: none"> <li>To reflect on their learning and progress towards their personal goal</li> </ul>	<ul style="list-style-type: none"> <li>To consider that things are not always 'black and white'</li> </ul>	and achievements	associated feelings (inc moving home, parent separation/divorce, and bereavement). <ul style="list-style-type: none"> <li>To reflect on how to be resilient when our identity is challenged</li> </ul>	<ul style="list-style-type: none"> <li>Private and public identities – respecting a friends right to share/express their own identity.</li> </ul>
<b>Spring 1</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>
	<ul style="list-style-type: none"> <li>To define the term 'relationship' and consider different types of relationships</li> <li>To discuss different types of families and compare their similarities/differences</li> <li>To work well as a team</li> <li>To exchange opinions with others and consider other viewpoints</li> <li>Different emotions and how they are expressed</li> </ul>	<ul style="list-style-type: none"> <li>To know the different types of bullying</li> <li>To have strategies for dealing with experiencing or witnessing bullying</li> <li>To understand the difference between a secret and a surprise</li> <li>To judge what kind of physical contact is acceptable and unacceptable</li> <li>To understand how to positively communicate emotions to others and to respond to others when they share feelings with them</li> <li>Compare positive and negative behaviours in relationships</li> </ul>	<ul style="list-style-type: none"> <li>To compare different types of relationships</li> <li>To work collaboratively as a group towards a goal</li> <li>To learn to negotiate to solve problems and solve disputes</li> <li>To give and accept constructive praise and feedback to/from others</li> <li>To understand how their actions can affect others</li> </ul> To judge what kind of physical contact is acceptable/unacceptable in different situations, and how to respond.	<ul style="list-style-type: none"> <li>To discuss how to maintain positive relationships</li> <li>To consider when appropriate to keep/break secrets/promises</li> <li>To listen respectfully to a wide range of views and constructively challenge different viewpoints</li> <li>To share, receive feedback and defend their own views</li> <li>To consider differences between individuals, including in link to protected characteristics</li> <li>To understand how to form and maintain relationships with individuals who are different to them.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise the skills that are necessary to maintain positive relationships</li> <li>Understand how online relationships may differ to real life</li> <li>To listen to the views of others, challenge them and to express and defend their own views</li> <li>To be sensitive to and respectful of the differences between people,</li> <li>To understand 'peer pressure' and how to cope with it</li> </ul>	<ul style="list-style-type: none"> <li>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours</li> <li>To learn to cope with dares, judge when they get out of hand and know how to respond</li> <li>To resolve differences by looking at alternatives, seeing &amp; respecting others' points of view, making decisions and explaining choices.</li> <li>To consider reasons for changes in relationships</li> </ul>
<b>Spring 2</b>	<b>Health</b>	<b>Health</b>	<b>Health</b>	<b>Health</b>	<b>Health</b>	<b>Health</b>
<b>Concepts and skills taught:</b>	<ul style="list-style-type: none"> <li>To understand what makes food healthy/unhealthy and make healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>To recognise the different components of a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>To recognise people who are responsible for helping them stay healthy and safe and ways that</li> </ul>	<ul style="list-style-type: none"> <li>To identify and consider the components of a balanced lifestyle</li> <li>To recognise positive/negative</li> </ul>	<ul style="list-style-type: none"> <li>To understand health is not linked to appearance</li> <li>To learn about some of the physical</li> </ul>	<ul style="list-style-type: none"> <li>To understand the concept of 'dieting' and its consequences</li> </ul>



# PSHE Curriculum Overview

	<ul style="list-style-type: none"> <li>To recognise the components of a healthy lifestyle</li> <li>To understand the concept and importance of emotional health</li> <li>Make choices to improve their physical &amp; emotional health, and recognise that choices have consequences.</li> <li>Understand proper usage of household products and medicines</li> <li>To set simple goals to improve their physical and emotional wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Consider how different food groups contribute to a health diet</li> <li>Personal hygiene and how to maintain it (including dental hygiene)</li> <li>To understand how germs are spread and how we can prevent this</li> <li>To understand who can support them in maintaining their health and wellbeing</li> <li>Using medicine safely</li> </ul>	<p>they can help these people.</p> <ul style="list-style-type: none"> <li>To consider strategies for improving their emotional/mental wellbeing</li> <li>To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.</li> </ul> <p>To recognise opportunities to make choices about food and the benefits of eating a balanced diet</p>	<p>influences on physical, mental and emotional health and that these influence individuals to different extents</p> <ul style="list-style-type: none"> <li>To consider how all people can exercise and be physically healthy and active</li> </ul> <p>Healthy practices in preparing food</p>	<p>changes that happen to the body during puberty</p> <ul style="list-style-type: none"> <li>To be aware of and know how to manage periods (girls) and erections/wet dreams (boys)</li> <li>To understand how to manage their personal hygiene as they enter puberty</li> <li>To understand how puberty can affect their feelings and emotions</li> <li>To recognise their increasing independence brings increased responsibility</li> </ul>	<ul style="list-style-type: none"> <li>To consider and respond to different scenarios that may affect them during puberty</li> <li>To understand how stereotypes, prejudices and behaviours such as bullying/peer-pressure can be damaging to health</li> <li>To consider the impact difference life events have on our health</li> <li>Strategies to cope with academic stress</li> </ul>
<b>Summer 1</b>	<b>Risk</b>	<b>Risk</b>	<b>Risk</b>	<b>Risk</b>	<b>Risk</b>	<b>Risk</b>
	<ul style="list-style-type: none"> <li>To identify risks in the home environment</li> <li>To identify who can help them in different emergencies and how to contact them</li> <li>To begin to understand ways to stay safe online</li> <li>To know who to go to if they feel worried and how to approach them</li> <li>To recognise that they share a responsibility for keeping themselves &amp; others safe,</li> <li>To understand when it is important to involve a trusted adult</li> </ul>	<ul style="list-style-type: none"> <li>To recognise how our senses can help us to stay safe and healthy</li> <li>To recognise and judge things that may be harmful to put into our body</li> <li>To identify and assess the risk of hazards</li> <li>To understand when to keep and when to break secrets</li> <li>To consider strategies to cope with intense emotions</li> <li>To identify how they can take</li> </ul>	<ul style="list-style-type: none"> <li>To be able to balance up the risk and benefits of different situations</li> <li>Understand that risk can come from a variety of places, including people they know</li> <li>To understand ways of keeping themselves safe, including ways of refusing or removing themselves from risky/uncomfortable situations</li> <li>To identify online risks and consider how to manage them</li> <li>To understand how to identify hazards and cross a road safely.</li> </ul>	<ul style="list-style-type: none"> <li>To differentiate between positive and negative risks</li> <li>To identify and discuss different strategies for dealing with failures</li> <li>To recognise and manage dares</li> <li>To understand how to stay safe when cycling</li> <li>To learn basic first aid techniques for different situations and recognise when to get help</li> <li>To consider how their own actions can help others to stay safe</li> </ul>	<ul style="list-style-type: none"> <li>To understand which, why and how, commonly available substances can pose a risk to current health and future health and safety</li> <li>To develop strategies for resisting the pressure to use commonly available substances</li> <li>To understand the risks of sharing personal information on social media.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how both legal and illegal drugs can affect health</li> <li>To understand what it means to have a habit, why they can be hard to challenge and strategies to break them</li> <li>To consider risks related to gambling</li> <li>To understand that possible risks of staying out later into the evening</li> <li>To identify risks and risky behaviour out and about in the local environment</li> </ul>



# PSHE Curriculum Overview

		responsibility for keeping themselves safe	<ul style="list-style-type: none"> <li>To navigate a variety of risks and hazards safely</li> </ul>		<ul style="list-style-type: none"> <li>To learn basic techniques for resisting pressure (both from peers and adults)</li> <li>To consider why people may engage in risky behaviour and consider how this could be prevented Online safety</li> </ul>	<ul style="list-style-type: none"> <li>To know and understand the consequences of anti-social behaviour</li> </ul>
<b>Summer 2</b>	<b>Making sense of money</b>	<b>Making sense of money</b>	<b>Making sense of money</b>	<b>Making sense of money</b>	<b>Making sense of money</b>	<b>Transition to secondary school</b>
<b>Concepts and Skills taught:</b>	<ul style="list-style-type: none"> <li>To recognise jobs/chores in the home</li> <li>To understand the difference between needs and wants</li> <li>To identify different places money can come from</li> <li>To think about the feelings involved when we lose money, and what to do if we find it</li> <li>To identify different ways to keep money safe</li> <li>To understand what it means to save money</li> </ul>	<ul style="list-style-type: none"> <li>To understand how people with different jobs get money</li> <li>To prioritise different needs and wants</li> <li>To understand what value means in the context of money</li> <li>To identify different methods of paying for things</li> <li>To consider what options are available if money is lost or found</li> <li>To make and explain moral decisions around lost or found money and personal items.</li> </ul>	<ul style="list-style-type: none"> <li>To describe why they might want to save money and how it can make them feel</li> <li>To understand what it means to be 'enterprising' and consider different ways children can make money</li> <li>To learn a strategy for keeping track of money</li> <li>To understand what it means to spend within a budget</li> <li>To consider the benefits and risks of borrowing and lending</li> <li>To identify reliable and unreliable sources of money</li> </ul>	<ul style="list-style-type: none"> <li>To understand that bills are paid to provide energy in the home</li> <li>To recognise ways that energy is wasted in the home</li> <li>To learn about and consider how much it costs to raise a child</li> <li>To consider why people chose to do different jobs</li> <li>To identify different ways of supporting charities</li> <li>To consider priorities when spending within a budget</li> </ul>	<ul style="list-style-type: none"> <li>To understand the difference between a credit card and a debit card</li> <li>To explore ways people borrow money and the debt this can create</li> <li>To consider what affects peoples choices about how they spend their money</li> <li>To consider how our spending choices can impact people around the world (Fairtrade)</li> <li>To understand how shops influence us to 'impulse buy'</li> <li>To understand some ways of keeping their money safe when using the internet</li> </ul>	<ul style="list-style-type: none"> <li>To reflect on their achievements in primary school and how they accomplished these</li> <li>To identify common worries about moving schools and strategies to cope</li> <li>I know what to expect from my new secondary school</li> <li>To identify their own worries about moving to secondary school and support their peers</li> <li>To reflect on how friendships may change as they move to secondary school</li> <li>To feel positive about their transition to secondary school</li> </ul>