



PSHE Curriculum Overview 2023- 2024

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED focus	Community – settling into school routines	Identity – All about Me	Relationships	Health	Risk	Independence
	<ul style="list-style-type: none"> Find ways of managing transitions, for example from their parent to their key person. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. 	<ul style="list-style-type: none"> Name their body parts and identify which parts are private Describe themselves using simple, positive adjectives Expresses own preferences and interests Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Has a sense of own immediate family and relations Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. 	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community (e.g. collecting snack for friends and tidying up after themselves) Shows affection and concern for people who are special to them Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 	<ul style="list-style-type: none"> Observes the effects of activity on their bodies. Identify those who help us to maintain our health e.g. doctor, dentist. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Show simple understanding of healthy and unhealthy foods <p>Show understanding linked to healthy behaviours e.g. washing hands, brushing teeth.</p>	<ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them Become more outgoing with unfamiliar people, in the safe context of their setting Show understanding of people who help us in different emergency situations Identify trusted adults in the school setting. 	<ul style="list-style-type: none"> Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Learn to use the toilet independently. Develop appropriate ways of being assertive. Talk with others to solve conflicts



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Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED focus:	Community – settling into school routines	Identity – All about Me	Relationships	Health	Risks	Independence
	<ul style="list-style-type: none"> Class and school wide rules and expectations Making new friends Sharing with others Think about the perspectives of others. Belonging within the school – attending assembly and interacting with other year groups The 5Cs Build constructive and respectful relationships. 	<ul style="list-style-type: none"> Use relevant adjectives to describe themselves (inc names for hair and eye colours) Name the different parts of their body and understand that some body parts are private. See themselves as a valuable individual Describe their family and talk about family traditions, special memories. Understand that families look different and explore different types of families. Understand that they are unique, and be able to identify what makes them special Celebrate and share their achievements with others 	<ul style="list-style-type: none"> Play cooperatively and engage in conversation Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Learn to solve minor disagreements Understand that there are different types of families, and what should constitute a health, positive family (e.g. love, safety, respect) Recognise and express a broad range of emotions Children recognise unacceptable behaviours such as bullying They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. 	<ul style="list-style-type: none"> Children can sort healthy and unhealthy foods and know some reasons food is/is not healthy Children understand the benefits and importance of sleep Children know how to and how often to brush their teeth Children manage their own basic hygiene and personal needs successfully They have a basic understanding of germs and dispose of tissues in the bin. Children know about the health benefits of exercise Children have simple strategies for helping soothe themselves if they feel sad 	<ul style="list-style-type: none"> Identify people who help us in different situations and how to ask for help Demonstrate an understanding of permission and that they have the right to give permission Understand that rules in school and at home help to keep them safe Manage simple risks e.g. walking with scissors, running in the playground Children are confident to challenge themselves and take risks with the support of an adult Know how to manage simple risks linked to road safety and sun safety 	<ul style="list-style-type: none"> Children can set simple goals and track their progress Explain the reasons for rules, know right from wrong and try to behave accordingly Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Show confidence to ask for help when needed Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class



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Autumn 1					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Community	Community	Community	Community	Community and Society	Community and Society
<p>To understand the meaning of the term 'community' and identify features of a school community</p> <p>To name and explain each of the 5C's</p> <p>To discuss 'belonging' and identify and discuss the communities they belong to.</p> <p>To consider who in our community can help us at different times</p> <p>To recognise and discuss right/wrong behaviours</p> <p>To understand how choices they make at school affect the school community</p>	<p>To explain what makes their school a community and how they can support new members of the community</p> <p>To recognise role models and authority figures within our school community and consider what qualities would make a good student council representative.</p> <p>To offer kind and constructive feedback to others</p> <p>To identify and discuss different communities</p> <p>Identify and discuss how our behaviours can affect the rest of the school community</p> <p>To identify and consider different strategies to improve our school community.</p>	<p>Consider their role in the school community and how it may change now they are in KS2.</p> <p>To create a set of values that they feel represents their class community.</p> <p>To discuss role models and authority figures within their own and other communities</p> <p>To research and discuss a topical issue in their school community</p> <p>To research how the school Harvest festival supports the local community and help to raise awareness of it</p> <p>To consider the position of the school within the local community</p>	<p>To explore how we behave in different community contexts and our rights within the community</p> <p>To discuss the UN Convention on the rights of the child (UNCRC) and understand that all children have these human rights.</p> <p>To consider and discuss who holds the power within communities</p> <p>To listen to and respect the viewpoints of others</p> <p>To consider why we need rules and laws in our school and national communities</p> <p>To consider how our local community fits into the broader national community</p>	<p>To understand how their own personal and local communities fit into the global community, and the values of our national community (British Value)</p> <p>To understand why rules and laws are made</p> <p>To consider how British values and laws help to protect our rights</p> <p>Work co-operatively as a group to design their own 'bill'</p> <p>To present and vote on their bills becoming a law</p> <p>To consider career aspirations and how different careers contribute to broader society.</p>	<p>To understand their changing personal responsibilities within the school, community and to themselves.</p> <p>To consider and discuss diversity within British society (linked to Protected Characteristics)</p> <p>To discuss the differences between equality and equity, and consider how we can make our community and society more inclusive. (link to Protected characteristics)</p> <p>To consider how individuals can play a role in UK democracy</p> <p>To consider their career aspirations, their pathways and what they can do now to work towards their goals.</p> <p>To consider how they can take responsibility to promote change in themselves, and their communities (local/national/global)</p>



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Autumn 2					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identity	Identity	Identity	Identity	Identity	Identity
<p>To describe themselves and recognise their strengths</p> <p>To name their different body parts and understand that some parts of their body are private.</p> <p>To understand the importance of not judging others by their appearance</p> <p>To compare similarities and differences between themselves and others</p> <p>To discuss their dreams and aspirations</p> <p>To consider how to treat those who are different to us</p>	<p>To identify their strengths and weaknesses and set a target for improvement</p> <p>To consider different influences on identity</p> <p>To learn about stereotypes and how these can have a negative impact</p> <p>To know when and how to stand up for themselves</p> <p>To explore the meaning of 'pride' and identify things about themselves they are proud of</p> <p>To reflect on their learning and progress towards their personal goal</p>	<p>To consider that multiple aspects form our identity, and which can/cannot be chosen</p> <p>To understand the benefits and importance of being true to yourself</p> <p>To respect the identity of others, and recognise benefits of diversity</p> <p>To recognise the importance of active listening</p> <p>To understand how to see things from other points of view</p> <p>To understand that things are not always 'black and white'</p>	<p>To explore visible and invisible parts of their identity</p> <p>To develop the confidence to share our identity with others</p> <p>To understand the importance of self-esteem, and review strategies to develop self-esteem</p> <p>To develop strategies for being resilient</p> <p>To consider ways to relax when we feel intense emotions</p> <p>To celebrate our identities and achievements</p>	<p>To explore 'British Identity'</p> <p>To understand that differences and similarities between people arise from several factors</p> <p>To evaluate images in the media, and consider their impact</p> <p>To explore 'online identity'</p> <p>To understand about change and loss and the associated feelings (inc. moving home, parent separation/divorce, and bereavement).</p> <p>To reflect on how to be resilient when our identity is challenged</p>	<p>To reflect on their own identity and values</p> <p>To acknowledge and be respectful regarding the differences of others, including gender identity</p> <p>To challenge biases and stereotypes</p> <p>To understand how our online reputations can impact our real life</p> <p>To express ourselves whilst respecting others</p> <p>To reflect on their changing identity</p>



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Spring 1					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	Relationships	Relationships	Relationships	Relationships	Relationships
<p>To define the term 'relationship' and consider different types of relationships</p> <p>To discuss different types of families and compare their similarities/differences</p> <p>To discuss what makes a good relationship between team-mates and work as a team</p> <p>To consider how to solve a simple disagreement</p> <p>To share my opinion with others and respect the opinion of others</p> <p>To discuss different emotions and how they are expressed</p>	<p>To discuss different types of bullying and consider their implications</p> <p>To consider different strategies for dealing with bullying</p> <p>To understand the difference between a secret and a surprise</p> <p>To judge what kind of physical contact is acceptable and unacceptable</p> <p>To recognise if someone feels lonely and what to do</p> <p>To positively communicate emotions to others</p>	<p>To compare different types of relationships</p> <p>To work collaboratively as a group towards a goal</p> <p>To learn to negotiate to solve problems and disputes</p> <p>To give and accept constructive feedback</p> <p>To understand how their actions can affect other people</p> <p>To judge what types of physical contact are acceptable/unacceptable and how to respond</p>	<p>To discuss how to maintain positive relationships</p> <p>To understand when it is appropriate to keep secrets and when to break them</p> <p>To listen to a range of views and challenge different viewpoints</p> <p>To share their own opinions, and receive and respond to feedback</p> <p>To consider similarities and differences between individuals</p> <p>To recognise how to support others who may feel lonely or excluded.</p>	<p>To understand what skills are necessary to maintain a healthy, positive relationship</p> <p>To understand how online relationships may differ to real-life relationships</p> <p>To listen to the views of others, challenge them and to express and defend their own views</p> <p>To understand how to be sensitive and respectful of the differences between people</p> <p>To understand what 'peer-pressure' is and strategies to resist it</p>	<p>To understand different situations that can put pressure on relationships, and how to cope with them</p> <p>To be sensitive to and respect the differences between individuals and understand the types of discrimination they may face.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours</p> <p>To resolve differences by looking at alternatives, seeing & respecting others' points of view, making decisions and explaining choices.</p> <p>To learn to cope with dares, judge when they get out of hand and know how to respond</p> <p>To consider the reasons relationships may change and strategies to cope with this</p>



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Spring 2					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health	Health	Health	Health	Health	Health
<p>To understand what makes food healthy/unhealthy and make healthy choices</p> <p>To recognise the components of a healthy lifestyle</p> <p>To understand the concept and importance of emotional health</p> <p>Make choices to improve emotional health, and recognise that choices have consequences</p> <p>To show awareness about things we should and should not put into or onto our bodies</p> <p>To set simple goals to improve their physical and emotional wellbeing</p>	<p>To understand the different components of a healthy lifestyle</p> <p>To understand which food groups contribute to a balanced diet.</p> <p>Understand the concept of personal hygiene and how to maintain it</p> <p>To begin to understand how diseases are spread</p> <p>To understand how needs change as we grow from young to old.</p> <p>To understand about the use of medicine and how to use it safely</p>	<p>To explore how to maintain a healthy lifestyle</p> <p>To recognise people who are responsible for helping them stay healthy and safe and ways that they can help these people.</p> <p>To understand that hand hygiene can help to stop and slow the spread of bacteria and germs.</p> <p>To consider strategies for improving their emotional/mental wellbeing</p> <p>To recognise opportunities to make choices about food and the benefits of eating a balanced diet</p> <p>To discuss how they can take responsibility for improving their own health</p>	<p>To identify and consider the components of a balanced lifestyle</p> <p>To recognise positive/negative influences on physical, mental and emotional health</p> <p>To understand that influences on physical, mental and emotional health can influence individuals to different extents</p> <p>To understand how a positive/negative influence on one aspect of health can be linked to another</p> <p>To understand simple food hygiene when eating and preparing food</p> <p>To consider that all people can be healthy and active</p>	<p>To understand health is not always linked to appearance</p> <p>To learn about some of the physical changes that happen to the body during puberty</p> <p>To be aware of and know how to manage periods (girls) and erections/wet dreams (boys)</p> <p>To understand how to manage their personal hygiene as they enter puberty</p> <p>To understand how puberty can affect their feelings and emotions</p> <p>To understand the importance of good sleep routines.</p>	<p>To understand what it means to 'diet' and its consequences</p> <p>To consider and respond to different scenarios that may affect them during puberty</p> <p>To explore how vaccines and immunisations can prevent some diseases.</p> <p>To consider the impact difference life events have on our health</p> <p>To consider and develop strategies to cope with academic stress</p> <p>To show awareness and understanding of a wide range of strategies to deal with stressful life events.</p>



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Summer 1					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Risk	Risk	Risk	Risk	Risk	Risk
<p>To recognise dangers in the home and how to keep safe</p> <p>To identify who can help us in different situations</p> <p>To understand basic rules about how to stay safe online</p> <p>To know how to keep safe in the sun</p> <p>To recognise signs that a situation might be 'risky' or dangerous</p> <p>To understand how they play a role in keeping themselves and others safe</p>	<p>To recognise how our senses can help us to stay safe and healthy</p> <p>To understand how to judge what is and what is not safe to put into our bodies</p> <p>To identify different hazards around the school</p> <p>To understand the difference between good and bad secrets</p> <p>To understand our feelings can change our behaviours, and strategies to manage overwhelming feelings</p> <p>To identify how they can take responsibility for keeping themselves safe</p>	<p>To understand the difference between a 'risk,' 'danger' and 'hazard.'</p> <p>To be able to balance up the risk and benefits of different situations</p> <p>To understand that risk can come from a variety of places, including people they know</p> <p>To identify online risks and consider how to manage them</p> <p>To learn how to manage and treat bites and stings (First Aid)</p> <p>To understand how to identify hazards and cross a road safely.</p>	<p>To recognise and differentiate between positive and negative risks</p> <p>To identify and discuss different strategies for dealing with failure</p> <p>To recognise and manage dares</p> <p>To understand how to stay safe when cycling</p> <p>Identify an asthma attack and know how to respond (first aid)</p> <p>To consider how their own actions can help others to stay safe</p>	<p>To understand which, why and how, commonly available substances can pose a risk to current health and future health and safety</p> <p>To develop strategies for resisting the pressure to use commonly available substances</p> <p>To understand how to respond when someone is injured and bleeding (First Aid)</p> <p>To understand how to respond when someone is choking (First Aid)</p> <p>To understand how the media can affect our body image</p> <p>To understand the risks of sharing personal information on social media.</p>	<p>I understand how different drugs, both legal and illegal, can affect health</p> <p>To understand what it means to have a 'habit', why they can be hard to challenge, and strategies to break habits</p> <p>To consider the risks related to gambling</p> <p>To understand the possible risks of staying out of the house later in the evening</p> <p>To identify risks and risky behaviour out and about in the local environment</p> <p>To know and understand the consequences of anti-social behaviour</p>



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Summer 2					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making Sense of Money	Making Sense of Money	Making Sense of Money	Making Sense of Money	Making Sense of Money	Secondary transition
<p>To recognise different jobs/chores in the home</p> <p>To understand the difference between needs and wants</p> <p>To learn about different places money can come from</p> <p>To think about the feelings involved when we lose money</p> <p>To identify different ways to keep money safe</p> <p>To understand what it means to save money</p>	<p>To understand how people with different jobs get money</p> <p>To prioritise different needs and wants.</p> <p>To understand what value means in the context of money</p> <p>To understand different methods of paying for things</p> <p>To consider what options are available if money is lost or found</p> <p>To make and explain moral decisions around lost or found money and personal items.</p>	<p>To describe why they might want to save money and how it can make them feel</p> <p>To understand what it means to be 'enterprising' and consider different ways children can make money</p> <p>To learn a strategy for keeping track of money</p> <p>To consider how to spend within a budget</p> <p>To consider the benefits and risks of borrowing and lending</p> <p>To identify reliable and unreliable sources of money</p>	<p>To understand that bills are paid to provide energy in the home</p> <p>To recognise ways that energy is used and wasted in the home</p> <p>To learn about and consider how much it costs to raise a child</p> <p>To consider why people chose to do different jobs</p> <p>To identify different ways of supporting charities</p> <p>To consider priorities when spending within a budget</p>	<p>To understand the difference between a credit card and a debit card</p> <p>To explore ways people borrow money and the debt this can create</p> <p>To consider what affects people's choices about how they spend their money</p> <p>To consider how our spending choices can impact people around the world (Fairtrade)</p> <p>To understand how shops influence us to 'impulse buy'</p> <p>To understand some ways of keeping their money safe when using the internet</p>	<p>To reflect on their achievements in primary school and how they accomplished these</p> <p>To identify common worries about moving schools and strategies to cope</p> <p>I know what to expect from my new secondary school</p> <p>To identify their own worries about moving to secondary school and support their peers</p> <p>To reflect on how friendships may change as they move to secondary school</p> <p>To feel positive about their transition to secondary school</p>