

PSHE CURRICULUM FRAMEWORK: WHOLE SCHOOL OVERVIEW



The School has chosen six key themes which are colour-coded to give an 'at a glance guide' in order to demonstrate how the spiral curriculum develops over the primary phase – it is recognised these themes overlap.

Rights and responsibilities	Feelings and friendship
Money	Safety and risk
Health	Identity

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>How do we decide how to behave?</p> <p>12.15.</p> <p>Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt; co-operate with others in work and play, sharing and taking turns; identify ways of helping in class and improving the environment by their own actions. Make simple choices between activities.</p> <p>Too much selfie isn't Healthy!</p> <p>Rule of Law</p>	<p>What makes us special?</p> <p>1.3.8.9.16.36.</p> <p>Respecting similarities and differences between people; that everyone is unique; but that everyone has similarities; know the different groups to which they belong: families, friends, school, etc; recognise worth in others; make positive statements about other people; understand the effect bullying can have on others and know who to tell in the event of experiencing or observing bullying; show respect by listening to what other people say; understand</p>	<p>How can I care for myself?</p> <p>8.9.14.33.34.45.55.</p> <p>Own their own feelings, making "I" statements; carry out personal routines; develop skills for maintaining personal hygiene, cleaning teeth, washing hands; be motivated to be clean and healthy; think about what can go on their body and in their body and that some substances can be harmful; begin to understand how infections are passed between people; know about medicines and begin to understand that all medicines are drugs, but not all drugs are medicines; the benefits to mental wellbeing of physical exercise and time spent outdoors; the benefits of hobbies;</p>	<p>How do we keep safe?</p> <p>24.27.37.39.</p> <p>Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help; think about what they are keeping safe from indoors and outdoors, and whose job it is to keep them safe; know places that are safe; follow simple safety rules and instructions; appreciate the need to take care and the need for safe actions; know some of the rules for keeping safe, eg: medicines, tablets, household substances, fire, water; care about keeping themselves and others safe.</p> <p>No way through isn't true!</p> <p>Individual Liberty</p>	<p>How do we feel?</p> <p>7.30.31.</p> <p>Different kinds of feelings; strategies to manage feelings; change and loss.</p> <p>Fake is a Mistake!</p>	<p>What can we do with money?</p> <p>Where money comes from; spending; saving; keeping money safe; make simple choices about how to spend my money;</p>

		<p>that other people have needs; consider the value of being a friend and having friends; show a willingness to care for others; recognise the ways their own behaviour affects others, ask for and give permission.</p> <p>Don't rub it in, rub it out.</p> <p>Tolerance of different Cultures and Religions</p>	<p>Don't forget to let Love in!</p> <p>Individual Liberty</p>			
	<p>Mental health awareness</p> <p>- Road safety- crossing safely</p> <p>Bonfire night – safety – fire work safety</p> <p>- Staying safe in school – stranger danger, not opening doors, telling an adult if you see something strange</p> <p>- Online Safety -passwords private.safety on the internet</p> <p>- Anti-bullying week - bullying focus Bullying (what is it and what can I do?)</p>	<p>Healthy relationships</p> <ul style="list-style-type: none"> - Online safety week – national focus and school focus. - Keeping your information safe - Stranger Danger - what to do if..... how to keep safe when outside, how to deal with a problem, a stranger - Healthy Me - NSPCC PANTS Rule - People who help us and keep us safe. 	<p>Water Safety</p> <ul style="list-style-type: none"> - People who help us and keep us safe. - Girls and Boys bodies (identifying body parts). - Food danger awareness - Managing feelings and behaviour - Keeping our bodies healthy - Sun Safe – using sun screen/ sun hats - Water safe – visit to the seaside keeping safe on the beach - Tolerance and understanding – taught through RE Unit 			

<p>Year 2</p>	<p>How can we help?</p> <p>12.13.14.15.24.25.</p> <p>Group and class rules and why they are important; respecting own and others' rights and needs; privacy; looking after the environment.</p> <p>Too much selfie isn't Healthy!</p> <p>Democracy</p>	<p>What is bullying?</p> <p>16.18.26.36.</p> <p>Hurtful teasing and bullying is wrong; what to do about bullying; unsafe secrets; inappropriate touch, what to do if it happens.</p> <p>Don't rub it in, rub it out.</p> <p>Mutual Respect</p>	<p>How can we be healthy?</p> <p>33.44.45.47.48.50.53.55.</p> <p>Things that keep bodies and minds healthy (activity, rest, food, a range of emotions); hygiene routines; healthy choices: value their bodies and monitor what they put into it, as all substances can be harmful if not used properly; understand the need for exercise and rest to keep healthy; know the range of options open to them, eg: food, games and activities; know that some people need drugs to lead a normal life and that some drugs can prevent the development of diseases, eg: immunization; know that some diseases are infectious and can be controlled; appreciate the need to take care, to be safe and care about keeping themselves and others' safe; know the names of more parts of their bodies; know that they have rights over their own bodies; know when to keep a secret and when to tell.</p> <p>Individual Liberty</p>	<p>What is the same and different about us?</p> <p>3.17.</p> <p>Recognise what they are good at; set simple goals; growing; changing and being more independent; naming body parts correctly; belonging to different groups; be able to express positive statements about themselves and others; identify some similarities and differences between people such as gender, appearance, abilities, families and cultural background; know that people have things in common but that everyone is unique; fairness for all; begin to question media messages and stereotypes.</p> <p>Tolerance of Different Faiths and Cultures</p>	<p>How do we show our feelings?</p> <p>30.31.32.</p> <p>Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings.</p> <p>Fake is a Mistake!</p>	<p>How can we keep safe in different places?</p> <p>19.20.21.27.28.29.37.39</p> <p>Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency.</p> <p>The Rule of Law</p>
	<p>Fire Safety</p> <ul style="list-style-type: none"> - Stranger Danger - Personal Hygiene – keeping clean and healthy - Anti-bullying week- standing up for myself. - Mental health awareness - Staying safe online 		<p>Road safety talk</p> <ul style="list-style-type: none"> - E-safety- including safer internet day. - Medicine safety - Online safety week - Stranger danger and keeping safe around animals - My body/your body – safe touching 		<p>Keeping safe (physical contact).</p> <ul style="list-style-type: none"> - Secrets - Travel safety, road safety and general travel safety – water safety - Healthy relationships - Managing risks 	

Year 3	<p>What are the rules that keep us safe?</p> <p>13.26.50.57.58.</p> <p>Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe; know school safety rules relating to medicines, alcohol, solvents and illegal drugs; consider how they contribute to making the school environment a safe place; know that discarded syringes and needles can be dangerous.</p> <p>Too much selfie isn't Healthy!</p> <p>The Rule of Law</p>	<p>What can we do about bullying?</p> <p>7.8.16.</p> <p>Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe; know about bullying, why it happens and the effects it has on people;</p> <p>Mutual Respect</p>	<p>What are we responsible for?</p> <p>1.12.</p> <p>Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others; recognise the views of their peers, parents, teachers and people of different faiths and cultures; understand that there are many social groups in society in terms of culture, religion, age, etc; know that people live their lives in different ways and that different cultures may have different life patterns</p> <p>Don't rub it in, rub it out.</p> <p>Individual Liberty</p>	<p>How can we describe our feelings?</p> <p>9.30.31.</p> <p>Wider range of feelings; conflicting feelings, experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to others feelings; be able to recognise their own and someone else's feelings</p> <p>No way through isn't true!</p>	<p>How can we eat well?</p> <p>47.48.49.</p> <p>What makes a balanced lifestyle; balanced diet; making choices; what influences choices</p> <p>Individual Liberty.</p>	<p>What jobs would we like?</p> <p>What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets; know the range of jobs and work roles carried out by people they know and what they like/dislike about their work; identify ways in which different types of work are similar or different to each other; explore and compare how adults feel about their work; understand how work involves a variety of different tasks, undertaken by people with different roles.</p> <p>Fake is a Mistake!</p>

	<ul style="list-style-type: none"> - Water safety. - Trip safety. - Online safety. - Family conflict. - Witness feelings and solutions. - looking after me, taking care of yourself mentally, emotionally and physically - everyone is different but we are all people – bullying/racism - families come in all shapes and forms – different parenting arrangements - Anti-bullying 		<ul style="list-style-type: none"> - Being safe. - Safety during experiments. - Drugs, alcohol & tobacco -drugs education – don't be pressurised, drugs awareness - looking after our bodies and peer pressure - Online safety talk – cyberbullying and online safety - online safety week - drugs, alcohol and tobacco – looking after our bodies – peer pressure - showing respect online 		<ul style="list-style-type: none"> - Keeping myself safe. - Safety in the sun. - Emotional & mental health. - Food, diet and fitness - Keeping safe, looking after our bodies, - Managing pressure and risks - My body is my body Careers, financial capability & economic wellbeing. - healthy bodies, - PSHCE
Year 4	<p>What is diversity?</p> <p>3.12.15.17.</p> <p>Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes.</p> <p>Too much selfie isn't Healthy!</p> <p>Tolerance of Different Faiths and Cultures</p>	<p>How can we be a good friend?</p> <p>1.7.8.10.30.31.</p> <p>Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback; know that there are many different patterns of friendship; understand the meaning of <i>friendship</i> and <i>loyalty</i>; be able to be honest; know where to get help in school and through helplines when facing problems.</p> <p>. Fake is a Mistake!</p>	<p>How can we manage our money?</p> <p>About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality.</p>	<p>What choices help health?</p> <p>2.33.34.37.45.46.47.48.49.51.53.55.</p> <p>Accept responsibility for personal cleanliness; handle food safely; know that bacteria and viruses can affect health and that transmission may be reduced when simple safe routines are used; know about different cultural practices in health and hygiene; understand the important and beneficial role which drugs have played in society; know some of the options open to them in developing a healthy lifestyle now and in the future: know about the positive effects of exercise.</p> <p>No way through isn't true!</p> <p>Individual Liberty</p>	<p>How can we keep safe in our local area?</p> <p>8.11.24.32.39.41.43.50.56</p> <p>Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe; identify hazards from substances at home and at school; know about the range of legal drugs encountered in everyday life, including over-the-counter drugs such as aspirin, drugs which are prescribed as medicines, tea, coffee, alcohol and tobacco; have some understanding of the effects of these drugs and associated risks and some of the costs to society of drug misuse; think about risks and hazards in the environment and where to go for help; understand that it is wrong for children to be bullied or abused by other children or adults.</p> <p>Rule of Law</p>

		Democracy				
	<ul style="list-style-type: none"> - CEOP online training. - Understanding bullying. - Anti bullying week – school theme - Celebrating differences – PSHCE, growing up and changing bodies - Respecting different beliefs - What do different people believe about God? - Roles and responsibilities – being a good citizen, online British values <p>Healthy friendships. Using social networks, digital citizenship</p>		<ul style="list-style-type: none"> - Celebrating inner strength and assertiveness. - Alcohol - Online Safety talk – cyberbullying and online safety - Body Smart and Brain Smart – drugs alcohol and tobacco – saying no to temptation - Being proud of who you are <p>Protecting yourself from online identity theft.</p>		<p>Plagiarism</p> <ul style="list-style-type: none"> - Road safety - Who helps us? – knowing who to turn to in different situations - Healthy and Safe relationships – making safe relationships and recognising safe relationships at home <p>Staying safe on line-</p>	
Year 5	<p>What makes a community?</p> <p>15.34.</p> <p>What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world; take a constructive interest in their local community and begin to</p>	<p>What does discrimination mean?</p> <p>3.12.16.17.36.</p> <p>Be able to put themselves in someone else’s shoes; value the diversity of lifestyles; recognise that actions have consequences for oneself and others; challenge the opinions and actions of others; know how advertising can influence them; recognise and challenge stereotypes; actions</p>	<p>How can we be safe online and using social media?</p> <p>11.19.20.21.22.41.43.</p> <p>Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries.</p> <p>The Rule of Law</p>	<p>What choices help health?</p> <p>6.29.50.</p> <p>Develop a positive approach and self-motivation towards personal safety and risk taking; identify decisions they may need to make; explore attitudes about different drugs and the people who use or misuse them; exercise basic techniques for resisting pressure from friends, particularly in relation to smoking; learn to be assertive, especially in the face of pressure from others – saying “No”;</p> <p>No way through isn’t true!</p> <p>Individual Liberty</p>	<p>What makes us enterprising?</p> <p>Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society.</p>	<p>How do we grow and change?</p> <p>4.26.33.44.46.59.</p> <p>Be able to discuss and choose the healthy options in relation to food, exercise, rest, etc, know how changes at puberty affect the body in relation to hygiene, know how to cope with periods in school, know that body changes are a preparation for sexual maturity</p>

	<p>take on a wider sense of social responsibility; know what they are good at and how it can help a group perform a task; appreciate the aesthetic qualities of their surroundings; understand how they and others can cause changes for better or for worse, both in their immediate surroundings and in the wider community; contribute to a discussion and put their own views forward clearly and appropriately.</p> <p>Too much selfie isn't Healthy!</p> <p>Tolerance of Different Faiths and Cultures</p> <p>.</p>	<p>can affect self and others; discriminations, teasing and bullying; stereotypes; differences and similarities between people; equalities.</p> <p>Don't rub it in, rub it out.</p> <p>Mutual Respect</p>				<p>be able to discuss and ask; questions about changing bodily needs.</p> <p>Fake is a Mistake!</p>
	<ul style="list-style-type: none"> -Water safety – swimming pool talk - Racism - Keeping ourselves and others safe - Mobile/online gaming safety – passwords 	<ul style="list-style-type: none"> - Fire Safety - online safety week - Trusted sites - Understand the importance of using trusted sites and carrying out multiple searches to ensure information found online is accurate and reliable. - NSPCC Visit - work around emotional & physical abuse - Safe parking project – road safety, following laws - Understand the causes and consequences of cyberbullying and discuss behaviours and strategies to prevent and stop cyberbullying. - Mind safe/body safe – keeping mentally and emotionally healthy, having time to talk, learning how to express yourself 	<p>Girlfriends and boyfriends.</p> <ul style="list-style-type: none"> - Relationship talk - - Social networking focusing on Relationships & technology. - Healthy relationships – know what a good friend is/ what is a healthy relationship – DV/ Grooming/safe touching/safe spaces 			

<p>Year 6</p>	<p>What are human rights?</p> <p>1.12.15.21.</p> <p>36.41.42.51.57.</p> <p>Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including forced marriage); confidentiality and when to break a confidence.</p> <p>Too much selfie isn't Healthy!</p> <p>The Rule of Law</p>	<p>Who am I?</p> <p>3.12.14.31.33.34</p> <p>31.33.34.</p> <p>Recognise uniqueness and value personal qualities and abilities;</p> <p>Fake is a Mistake!</p> <p>A3, B7</p> <p>Individual Liberty</p>	<p>How can we manage risk?</p> <p>11.19.23.24.</p> <p>47.48.49.50.</p> <p>Increased independence and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing.</p> <p>The Rule of Law</p>	<p>How can money affect us?</p> <p>37.38.</p> <p>Finance and its role in people's lives; being acritical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues.</p> <p>No way through isn't true!</p>	<p>How can we stay healthy?</p> <p>6.25.28.29.</p> <p>30.32.33.37.38.39.</p> <p>40.43.44.45.46.47.</p> <p>48.49.50.51.53.56</p> <p>What positively and negatively affects health; informed choice; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing; internet safety and harms;</p> <p>Don't rub it in, rub it out.</p> <p>Individual Liberty</p>	<p>What makes a healthy and happy relationship?</p> <p>2.3.4.5.18.20.26.</p> <p>14.34.35.37.38.55.59</p> <p>Different relationships; what makes positive healthy relationships; recognise when relationships are unhealthy; committed and loving relationships (including marriage, civil partnership); human reproduction.</p> <p>Mutual Respect</p>
	<p>Peer Pressure</p> <ul style="list-style-type: none"> - Being a good community citizen - Family changes – linked to evacuees, people leaving, bereavement, divorce, separation, step families - Forest school – keeping safe outdoors, finding your own way by yourself – preparation for secondary school – what to do in an emergency by yourself - Proud to be me – changing bodies, don't always all have to be the same, we all change differently - Tolerating others – meeting new people who have different beliefs - Respect yourself 	<p>Online safety talk – cyberbullying and online safety week</p> <ul style="list-style-type: none"> - Getting ready for change – moving on - Temptations – drugs/alcohol/tobacco and peer pressures – knowing the risks and saying no. Making informed choices - Police visit (crime and punishment)- being a good citizen - Healthy bodies - Privacy rules - Keeping your mind healthy – SAT's preparation , keeping calm - Rail safety – don't play or hang around on the railway - Manage risks, know how to protect yourself online and in real life. 	<ul style="list-style-type: none"> - Keeping our body safe and healthy - Your body is your body - Making healthy relationships both online and in real life. Moving on to upper school and making new friends - Don't be a stereotype – make your own choices and don't copy others. Don't feel you have to do it just because everyone else does. - Emotional Resilience – emotional language, self esteem and confidence building - Puberty Talk 			

	<ul style="list-style-type: none">-Managing feelings- Anti bullying week – school theme		
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