

## PSHE Topic Overview

	Autumn Term	Spring Term	Summer Term
	<b>Relationships</b> Healthy Relationships Feelings and Emotions Valuing Difference	<b>Living in the Wider World</b> Rights and Responsibilities Taking Care of the Environment Money (Year 5&6)	<b>Health and Wellbeing</b> Physical health and mental wellbeing Keeping Safe
<b>Nursery</b>	Manage to share or take turns with others with adult guidance and understanding Settle to some activities Take part in pretend play with different roles		
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Needs and feelings of others'</li> <li>• Showing feelings – theirs and others'</li> <li>• Behaviour and consequences</li> <li>• Acceptable and unacceptable behaviour</li> <li>• Playing co-operatively, taking turns with others</li> <li>• Listening to others' ideas</li> <li>• Similarities and differences</li> <li>• School rules - safe</li> <li>• Asking adults for help</li> <li>• Different likes and interests</li> <li>• Positive relationships with adults and other children</li> </ul>	<ul style="list-style-type: none"> <li>• Working as part of a group or class, and following the rules</li> <li>• Confidence and trying new things</li> <li>• Different likes and interests</li> <li>• Similarities and differences between themselves and their friends</li> <li>• Similarities and differences between themselves and others, and among families, communities and traditions</li> <li>• Getting on and falling out</li> <li>• Caring for the environment (explore ideas through stories – Omar, The Bees and Me)</li> <li>• Asking adults for help</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of healthy diet</li> <li>• Importance for good health of physical exercise</li> <li>• Ways to keep healthy</li> <li>• Managing their own basic hygiene and personal needs</li> <li>• Use tools safely.</li> <li>• Seeking help</li> <li>• Adjusting behaviour to different situations and dealing with changes of routine</li> <li>• People who help us- doctors, vets</li> <li>• Keeping safe</li> <li>• Scooterbility - staying safe on scooters</li> <li>• Kindness</li> </ul>
<b>Y1</b>	<ul style="list-style-type: none"> <li>• Communicating feelings, recognising how others feel</li> <li>• Different types of behaviour and how this makes people feel, including kind and unkind behaviour</li> <li>• Teasing, bullying (including online)</li> <li>• Getting hurt – bodies and feelings</li> <li>• Listening to others and playing cooperatively</li> <li>• Resolving arguments</li> <li>• Respect for differences and similarities</li> <li>• Keeping secrets</li> <li>• Feeling uncomfortable and what to do</li> <li>• Special people</li> </ul>	<ul style="list-style-type: none"> <li>• Rights, responsibilities, needs (<i>x2 lessons</i>)</li> <li>• Respecting ourselves and others</li> <li>• Being unique</li> <li>• Similarities and differences</li> <li>• Groups, communities, roles</li> <li>• People who help in the community</li> <li>• Looking after the local environment</li> <li>• Looking after the environment</li> <li>• Keeping safe online</li> </ul>	<ul style="list-style-type: none"> <li>• Looking after our bodies – hygiene, sun safety</li> <li>• Healthy eating, physical activity</li> <li>• Mental wellbeing - likes, dislikes, choices, achievements, strengths</li> <li>• Managing feelings (including seeking help)</li> <li>• Change, loss</li> <li>• Medicines, safety, risk</li> <li>• Keeping safe- water, road, rail, fire, safety, rules (dial 999)</li> <li>• Asking for help</li> <li>• Privacy</li> <li>• Keeping safe online</li> </ul>

<p><b>Y2</b></p>	<ul style="list-style-type: none"> <li>• Communicating, feelings, empathy</li> <li>• Behaviour, fair/unfair, right/wrong</li> <li>• Secrets, surprises, safety</li> <li>• Sharing and discussing views and opinions</li> <li>• Cooperating and resolving arguments</li> <li>• People, similarities &amp; differences</li> <li>• Families</li> <li>• Special people, caring</li> <li>• Physical contact, touch, acceptable/not acceptable, how to get help</li> <li>• Being hurt- teasing and bullying (including online)</li> <li>• Friendships -qualities of a good friend, including how they make us feel</li> </ul>	<ul style="list-style-type: none"> <li>• Rules</li> <li>• Breaking rules (including peer pressure)</li> <li>• Respecting needs of ourselves and others</li> <li>• Groups, communities, roles</li> <li>• Looking after the environment</li> <li>• Being unique</li> <li>• Similarities and differences in people</li> <li>• People who help the community</li> <li>• Getting help, emergencies</li> <li>• Keeping safe online</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Making healthy choices - eating, physical activity, sleep, hygiene, dental health</li> <li>• Achievement, strengths, goals and target setting</li> <li>• Managing feelings</li> <li>• Feelings about change and loss</li> <li>• Medicines, household items, safety, risk</li> <li>• Keeping safe</li> <li>• Asking for help</li> <li>• <b>London Fire Brigade workshop</b></li> <li>• Privacy</li> <li>• Keeping safe online</li> </ul>
<p><b>Y3</b></p>	<ul style="list-style-type: none"> <li>• Recognising a wide range of feelings in others</li> <li>• What makes positive relationships and friendships</li> <li>• How actions affect ourselves and others</li> <li>• Difference between acceptable and unacceptable physical contact, including permission seeking</li> <li>• When you should and should not keep a secret</li> <li>• How to listen and respond respectfully to people</li> <li>• Children solving disputes and conflict with their peers</li> <li>• Understanding that everyone is equal and challenging stereotypes</li> <li>• Recognising bullying, how to respond and ask for help (including online)</li> <li>• To recognise and manage dares</li> </ul>	<ul style="list-style-type: none"> <li>• Different kinds of responsibilities</li> <li>• Lives, values and customs of people living in other places</li> <li>• What it means to be part of a community (<b>x2 lessons</b>)</li> <li>• To appreciate the range of national, regional, religious and ethnic identities of people living in the UK</li> <li>• Learning that information in the media can be misleading</li> <li>• Why and how rules and laws are made</li> <li>• Agreeing and disagreeing, what is anti-social behaviour</li> <li>• The importance of human rights and rights of a child</li> <li>• Looking after the environment</li> </ul>	<ul style="list-style-type: none"> <li>• What makes a balanced lifestyle and balanced diet? Simple self-care techniques (rest, hobbies)</li> <li>• Keeping safe online</li> <li>• Recognise achievements and set targets for future</li> <li>• Having good and not so good feelings, describe feelings, feeling conflicting emotions. Recognising and talking about emotions. Having a varied vocabulary to talk about own and others feelings</li> <li>• Having good and not so good feelings, describe feelings, feeling conflicting emotions. Seeking support (including for mental ill health)</li> <li>• Learning about changes (divorce, bereavement, loss) and the feelings associated with these</li> <li>• Managing risk in familiar situations and keeping safe (road use, local environment, school rules, people who keep us safe) how to get help in an emergency</li> <li>• Water and sun safety</li> <li>• Peer pressure</li> <li>• Learning about the drugs that are common in everyday life (medicines, caffeine, tobacco and alcohol) and the risks associated with these</li> </ul>

<p><b>Y4</b></p>	<ul style="list-style-type: none"> <li>• Feelings, empathy, recognising others' feelings</li> <li>• Actions, behaviour, consequences</li> <li>• Physical contact, touch, acceptable, unacceptable</li> <li>• Confidentiality, secrets, surprises, personal safety</li> <li>• Listening, viewpoints, opinions, respect</li> <li>• Collaborative working, shared goals</li> <li>• Disputes, conflict, feedback, support</li> <li>• Bullying, discrimination, aggressive behaviour (including online)</li> <li>• Recognising dares</li> <li>• Stereotypes</li> <li>• Privacy, sharing, personal boundaries and permission seeking</li> </ul>	<ul style="list-style-type: none"> <li>• Different kinds of responsibilities</li> <li>• Lives, values and customs of people living in other places</li> <li>• What it means to be part of a community (<b>x2 lessons</b>)</li> <li>• Appreciating the range of national, regional, religious and ethnic identities of people living in the UK</li> <li>• Learning that information in the media can be misleading</li> <li>• Why and how rules and laws are made</li> <li>• Agreeing and disagreeing, what is anti-social behaviour</li> <li>• The importance of human rights and rights of a child</li> <li>• Looking after the environment</li> </ul>	<ul style="list-style-type: none"> <li>• What makes a balanced lifestyle and balanced diet</li> <li>• Simple self-care techniques (rest, hobbies)</li> <li>• Allergies, immunisation and vaccinations</li> <li>• Keeping safe online</li> <li>• Recognising achievements and setting targets for the future</li> <li>• Having good and not so good feelings, describing feelings, feeling conflicting emotions. Recognising and talking about emotions. Having a varied vocabulary to talk about own and others feelings.</li> <li>• Managing risk and how to get help in an emergency</li> <li>• Learning about change (divorce, bereavement, loss) and the feelings associated with these</li> <li>• Keeping safe (road use, local environment, school rules, people who keep us safe)</li> <li>• Peer pressure</li> <li>• Learning about drugs that are common in everyday life (medicines, caffeine, tobacco and alcohol) and the risks associated with these</li> </ul>
<p><b>Y5</b></p>	<ul style="list-style-type: none"> <li>• Responding to a wider range of feelings</li> <li>• What constitutes a positive, healthy friendship</li> <li>• To recognise when a relationship is unhealthy</li> <li>• Children knowing the consequences of actions for themselves and others</li> <li>• What type of physical contact is acceptable or unacceptable and how to respond including permission seeking</li> <li>• Confidentiality and when to break confidence</li> <li>• Agreeing and disagreeing</li> <li>• Discrimination, teasing, bullying and aggressive behaviour and its effect on others (including online) - <b>Online workshop: Social Book Club (Bullying) and Equaliteach workshop 'Home from Home'</b></li> <li>• Recognising and managing dares, managing peer influence and the need for peer approval</li> <li>• Importance of keeping personal boundaries and the right to privacy</li> </ul>	<ul style="list-style-type: none"> <li>• Different kinds of responsibilities</li> <li>• Lives, values and customs of people living in other places</li> <li>• What it means to be part of a community</li> <li>• To appreciate the range of national, regional, religious and ethnic identities of people living in the UK</li> <li>• What to consider before sharing pictures of themselves and others online</li> <li>• Why and how rules and laws are made</li> <li>• <b>Royal Courts of Justice</b></li> <li>• Importance of human rights and rights of a child</li> <li>• Anti-social behaviour</li> <li>• How finance plays an important part in people's lives and being a critical consumer</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and talking about emotions. Having a varied vocabulary to talk about own and others feelings</li> <li>• What positively and negatively affects health, families and emotional health</li> <li>• Simple self-care techniques (rest, hobbies, less screen time) and seeking support</li> <li>• Making good choices about food and diet</li> <li>• Coping with change, transition and loss</li> <li>• Influences on behaviour, including peer pressure and media influence - <b>Growing Against Violence - G.A.V Workshop: So Social Media</b></li> <li>• How images in the media and online do not always reflect reality - <b>EqualiTeach Workshop</b></li> <li>• Habits and risks and effects of legal and illegal substances</li> <li>• Managing personal safety in the local environment including road safety (<b>Pedestrian Skills training</b>) and to keep safe and well when using a mobile phone</li> <li>• Recognising achievements and setting targets for future</li> </ul>

<p><b>Y6</b></p>	<ul style="list-style-type: none"> <li>• Responding to a wide range of feelings and the importance of empathy</li> <li>• The skills needed to maintain a positive, healthy relationship</li> <li>• Recognising when a relationship is unhealthy and strategies to use</li> <li>• Committed loving relationships</li> <li>• Consequences of actions on themselves and others and what can help people in 'moments' when decisions need to be made</li> <li>• What type of physical contact is acceptable or unacceptable and how to respond including permission seeking</li> <li>• Confidentiality and when to break confidence</li> <li>• How to listen respectfully and challenge viewpoints when necessary</li> <li>• Equality, stereotypes and discrimination and the effect it has on people <b>EqualiTeach Workshop Outside the box</b></li> <li>• Recognising appropriate and inappropriate behaviour and how to respond</li> <li>• Importance of keeping personal boundaries and the right to privacy (including online – photo sharing etc)</li> <li>• <b>Online workshop: Social Book Club (Street Crime)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Different kinds of responsibilities. Different groups and individuals who support the local community</li> <li>• Appreciating the range of national, regional, religious and ethnic identities of people living in the UK</li> <li>• Understanding interest, loan, debt and tax and being a critical consumer</li> <li>• How resources are allocated and the effect this has on individuals, communities and the environment how this</li> <li>• Being critical of what you read in the media and information you choose to forward to others - <b>EqualiTeach Workshop</b></li> <li>• How to take part in making and changing rules</li> <li>• <b>Visit to House of Parliament</b></li> <li>• Harmful practices which are illegal and contradict human rights such as FGM</li> <li>• How to handle, challenge and respond to anti-social behaviour - <b>Growing Against Violence - G.A.V Workshop</b></li> <li>• Resolving differences, respecting different points of view and making own decisions</li> </ul>	<ul style="list-style-type: none"> <li>• How to make informed choices about a balanced lifestyle including simple self-care techniques (rest, hobbies). Influences on food and diet and making own choices about food</li> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. The facts and science related to immunisation and vaccination</li> <li>• Making informed decisions about our health and where to get accurate health information</li> <li>• Coping with change and transition and how this related to bereavement and the process of grieving.</li> <li>• Recognising and talking about emotions. Having a varied vocabulary to talk about own and others feelings</li> <li>• Keeping safe online, including photo sharing</li> <li>• <b>Stay Safe – Diverse Voices</b> workshop (includes online safety, drugs, peer pressure, keeping safe)</li> <li>• Skills needed in an emergency and basic first aid – <b>St. John's Ambulance workshop</b></li> <li>• Strategies for managing personal safety in the local environment – <b>Bikeability workshop</b></li> <li>• Recognising achievements and set targets for future</li> </ul>
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### Health Education

In Year 2 science lessons, children learn about parts of the body and that animals, including humans, have offspring which grow into adults.

In Year 5 and Year 6 science lessons, children learn about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes. They also learn about the menstrual cycle.

### Sex Education

In Year 6 children learn about the human reproductive system. This is a basic biology lesson that is taught in the summer term.