

PSHE Topic Overview

	Autumn Term	Spring Term	Summer Term
	Relationships Healthy Relationships Feelings and Emotions Valuing Difference	Living in the Wider World Rights and Responsibilities Taking Care of the Environment Money (Year 5&6)	Health and Wellbeing Physical health and mental wellbeing Keeping Safe
EYFS	<ul style="list-style-type: none"> • Needs and feelings of others’ • Showing feelings – theirs and others’ • Behaviour and consequences • Acceptable and unacceptable behaviour • Playing co-operatively, taking turns with others • Listening to others’ ideas • Similarities and differences • School rules - safe • Asking adults for help • Different likes and interests • Positive relationships with adults and other children 	<ul style="list-style-type: none"> • Working as part of a group or class, and following the rules • Confidence and trying new things • Different likes and interests • Similarities and differences between themselves and their friends • Similarities and differences between themselves and others, and among families, communities and traditions • Getting on and falling out • Caring for the environment (explore ideas through stories – Omar, The Bees and Me) • Asking adults for help 	<ul style="list-style-type: none"> • Importance of healthy diet • Importance for good health of physical exercise • Ways to keep healthy • Managing their own basic hygiene and personal needs • Use tools safely. • Seeking help • Adjusting behaviour to different situations and dealing with changes of routine • People who help us- doctors, vets • Keeping safe • Scooterbility - staying safe on scooters • Kindness
Y1	<ul style="list-style-type: none"> • Communicating feelings, recognising how others feel • Different types of behaviour and how this makes people feel, including kind and unkind behaviour • Teasing, bullying (including online) • Getting hurt – bodies and feelings • Listening to others and playing cooperatively • Resolving arguments • Respect for differences and similarities • Keeping secrets • Feeling uncomfortable and what to do • Special people 	<ul style="list-style-type: none"> • Rights, responsibilities, needs (<i>x2 lessons</i>) • Respecting ourselves and others • Being unique • Similarities and differences • Groups, communities, roles • People who help in the community • Looking after the local environment • Looking after the environment • Keeping safe online 	<ul style="list-style-type: none"> • Looking after our bodies – hygiene, sun safety • Healthy eating, physical activity • Mental wellbeing - likes, dislikes, choices, achievements, strengths • Managing feelings (including seeking help) • Change, loss • Medicines, safety, risk • Keeping safe- water, road, rail, fire, safety, rules (dial 999) • Asking for help • Privacy • Keeping safe online
Y2	<ul style="list-style-type: none"> • Communicating, feelings, empathy • Behaviour, fair/unfair, right/wrong • Secrets, surprises, safety 	<ul style="list-style-type: none"> • Rules • Breaking rules (including peer pressure) • Respecting needs of ourselves and others 	<ul style="list-style-type: none"> • Making healthy choices - eating, physical activity, sleep, hygiene, dental health • Achievement, strengths, goals and target setting

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

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

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

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.