



Whole School PSHE Curriculum Overview

Term	Autumn			Spring			Summer		
Core Theme	Living in the Wider World			Health and Wellbeing			Relationships		
Topics	Rights and Responsibilities	Environment	Money	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and Emotions	Valuing Difference	Healthy Relationships
Year 1 and 2 A	Secrets and keeping safe; special people in their lives	Looking after the local environment (CROSS YEAR GROUP PROJECT)	Where money comes from; how to use money - saving and spending money	What helps keep bodies healthy; hygiene routines	Recognising what they are good at; setting goals. Change and loss and how it feels	Keeping safe around household products; how to ask for help if worried about something	Recognising feelings in self and others; sharing feelings	Respecting similarities and differences in others; sharing views and ideas	Secrets and keeping safe; special people in their lives
Year 1 and 2 B	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency	Looking after the local environment (CROSS YEAR GROUP PROJECT)	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved	Healthy choices; different feelings; managing feelings	Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (including external genitalia)	Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts	Behaviour; bodies and feelings can be hurt	Respecting similarities and differences in others; sharing views and ideas	Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying
Year 3 and 4 A	Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community	Responsibilities; rights and duties	Enterprise; what it means; developing skills in enterprise (CROSS YEAR GROUP PROJECT)	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings	School rules on health and safety; basic emergency aid; people who help them stay healthy and safe	Recognising feelings in others; responding to how others are feeling	Recognising and responding to bullying	Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively
Year 3 and 4 B	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world	Sustainability of the environment across the world	Role of money; managing money (saving and budgeting); what is meant by interest and loan	What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs	Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change	How to keep safe in local area and online; people who help them stay healthy and safe	Keeping something confidential or secret; when to break a confidence; recognise and manage dares	Listen and respond effectively to people; share points of view	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers
Year 5 and 6 A	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences	Different rights; responsibilities and duties	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief	Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety	Responding to feelings in others	Listening to others; raise concerns and challenge	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback
Year 5 and 6 B	Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others	How resources are allocated; effect of this on individuals; communities and environment	Enterprise; setting up an enterprise (CROSS YEAR GROUP PROJECT)	Images in the media and reality; how this can affect how people feel; risks and effects of drugs	Recognising what they are good at; setting goals; aspirations. Changes at puberty (recap Y4); human reproduction; roles and responsibilities of parents	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice	Confidentiality and when to break a confidence; managing dares	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy

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Topics	Rights and Responsibilities	Me – A special person	People who help	Being involved	Growing and Changing	Keeping Safe	Feelings and Emotions	Valuing Difference	Healthy Relationships
EYFS A and B	<p>-work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children</p> <p>-to work together harmoniously</p>	<p>have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others</p>	<p>have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others</p>	<p>-maintain attention, concentrate and sit quietly when appropriate</p> <p>-respond to significant experiences, showing a range of feelings when appropriate</p> <p>form good relationships with adults and peers</p> <p>-work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously</p> <p>-select and use activities and resources independently</p>	<p>-have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others</p>	<p>-be confident to try new activities, initiate ideas and speak in a familiar group</p> <p>-understand what is right, what is wrong, and why</p> <p>-understand that they can expect others to treat their needs, views, cultures and beliefs with respect</p>	<p>-respond to significant experiences, showing a range of feelings when appropriate</p>	<p>-understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</p>	<p>-have a developing respect for their own cultures and beliefs, and those of other people</p> <p>-form good relationships with adults and peers</p> <p>-consider the consequences of their words and actions for themselves and others</p> <p>-understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</p>