

PSHE Curriculum Overview: Whole school 2023-2024



The school has chosen six key themes which are colour-coded to give an 'at 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 | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Yr1 | How do we decide how to behave? Class rules: respecting others' needs; behaviour; listening; feelings and bodies can be hurt | What can we do with money? where money comes from; spending; saving; keeping money safe | How do we keep safe? Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keeps us safe; asking for help | | How do we feel? Different kinds of feelings; strategies to manage feelings; change and loss | What makes us special? Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities |
| Yr2 | How can we help? Group and class and why they are important; respecting own and others' rights and needs; privacy; environment | What is bullying? Hurtful teasing and bullying are wrong. What to do about bullying; unsafe secrets; inappropriate touch what to do if it happens | How can we be healthy? Things that keeps bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices | What is the same and different about us? Recognise what they are good at; set simple goals growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups | How do we show our feelings? Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings | How can we keep safe in different places? Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency |
| Yr3 | What are the rules that keep us safe? 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 | What can we do about bullying? Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe | What are we responsible for? Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others | How can we describe our feelings? 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 | How can we eat well? What makes a balanced lifestyle; balanced diet; making choices; what influences choices | What jobs would we like? What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievement and set targets |
| Yr4 | What is diversity? Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes | How can we be a good friend? Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback | What does discrimination mean? Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities | How can we manage our money? About the role of money; ways of managing money; being critical consumer; that images in the media do not necessarily reflect reality | How can we keep safe in our local area? 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 | |
| Yr5 | What makes a community? 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 | What choices help health? What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe | How do we grow and change? Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationship; who is responsible for their health and wellbeing to ask for advice | | How can we be safe online and using social media? Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries | What makes us enterprising? Different ways of achieving and celebrating personal goals high aspirations; growth mind set; setting up an enterprise; what enterprise means for work and society |
| Yr6 | How can we stay healthy? What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health safety; the law and drugs; who is responsible for their health and wellbeing | What makes a healthy and happy relationship? Different relationships: what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage/civil partnership); human reproductions | | How can we manage risk? Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviour | What are human rights? Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; rights to protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence | How can money affect us? Finance and its role in people's lives; being a critical 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 |