

Curriculum overview

PSHE

*Charlestown
2022-23*

	Autumn	Spring	Summer
Nursery	<p><u>Autumn 1</u> <u>Marvellous Me!</u> Children begin to -Recognise that they are unique and understand that some families are different from theirs, but these families also love and care for one another Describe different feelings and use this skill to manage relationships.</p> <p><u>Autumn 2</u> <u>Valuing Difference</u> Children begin to -Recognise that there are differences and similarities between themselves -Celebrate their friends and include them -Understand people have different cultures and religions.</p>	<p><u>Spring 1</u> <u>Keeping Safe</u> Children begin to -Name key relatives/care givers at home and those who care for them in their education settings -Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do -Talk about what makes them feel safe.</p> <p><u>Spring 2</u> <u>Rights and Respect</u> Children begin to -Learn about taking some responsibility for their own health -Describe ways in which they can help others and why they would do so -Take care of their home, their learning environment and the natural environment</p>	<p><u>Summer 1</u> <u>Being My Best</u> Children begin to -Talk about healthy choices and activities -Develop resilience and persistence in their learning -Work cooperatively with others when faced with a challenge</p> <p><u>Summer 2</u> <u>Growing and Changing</u> Children begin to -Talk about change in the environment -Describe the changes in babies, young animals and plants as they grow -Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like</p>
Reception	<p><u>Autumn 1</u> <u>Me and My Relationships</u> Children begin to -Talk about similarities and differences. -Name special people in their lives. -Describe different feelings. -Identify who can help if they are sad, worried or scared. -Identify ways to help others or themselves if they are sad or worried.</p> <p><u>Autumn 2</u> <u>Valuing Difference</u> Children begin to -Be sensitive towards others and celebrate what makes each person unique.</p>	<p><u>Spring 1</u> <u>Keeping Safe</u> Children begin to -Talk about how to keep their bodies healthy and safe. -Name ways to stay safe around medicines. -Know how to stay safe in their home, classroom and outside. -Know age-appropriate ways to stay safe online. -Name adults in their lives and those in their community who keep them safe.</p> <p><u>Spring 2</u> <u>Rights and Respect</u> Children begin to -Understand that they can make a difference.</p>	<p><u>Summer 1</u> <u>Being My Best</u> Children begin to -Feel resilient and confident in their learning. -Name and discuss different types of feelings and emotions. -Learn and use strategies or skills in approaching challenges. -Understand that they can make healthy choices. -Name and recognise how healthy choices can keep us well.</p> <p><u>Summer 2</u> <u>Growing and Changing</u> Children begin to</p>

	<ul style="list-style-type: none"> -Recognise that we can have things in common with others. -Use speaking and listening skills to learn about the lives of their peers. -Know the importance of showing care and kindness towards others. -Demonstrate skills in building friendships and cooperation. 	<ul style="list-style-type: none"> -Identify how they can care for their home, school and special people. -Talk about how they can make an impact on the natural world. -Talk about similarities and differences between themselves. -Demonstrate building relationships with friends. 	<ul style="list-style-type: none"> -Understand that there are changes in nature and humans. -Name the different stages in childhood and growing up. -Understand that babies are grown inside a woman's tummy (womb), and what babies need. -Use the correct vocabulary when naming the different parts of the body that can be seen. -Know how to keep themselves safe.
Year One	<p><u>Autumn 1</u> <u>Me and My Relationships</u></p> <p>Children begin to</p> <ul style="list-style-type: none"> - Understand that classroom rules help everyone to learn and be safe; -Explain their classroom rules and be able to contribute to making these - Suggest simple strategies for resolving conflict situation - Identify a range of feelings and identify how feelings might make us behave - Identify simple qualities of friendship <p><u>Autumn 2</u> <u>Valuing Difference</u></p> <p>Children begin to</p> <ul style="list-style-type: none"> -Identify the differences and similarities between people -Explain the difference between unkindness, teasing and bullying - Recognise and explain what is fair and unfair, kind and unkind - Identify some of the people who are special to them 	<p><u>Spring 1</u> <u>Keeping Safe</u></p> <p>Children begin to</p> <ul style="list-style-type: none"> -Recognise the importance of sleep in maintaining a healthy, balanced lifestyle -Recognise emotions and physical feelings associated with feeling unsafe; -Identify people who can help them when they feel unsafe. - Name and know which parts should be private -Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p><u>Spring 2</u> <u>Rights and Respect</u></p> <p>Children begin to</p> <ul style="list-style-type: none"> - Recognise how a person's behaviour (including their own) can affect other people. - Explain the importance of looking after things that belong to themselves or to others. - List some of the things that money may be spent on in a family home -Know what is meant by first aid; basic techniques for dealing with common injuries. 	<p><u>Summer 1</u> <u>Being My Best</u></p> <p>Children begin to</p> <ul style="list-style-type: none"> - Recognise the importance of fruit and vegetables in their daily diet -Recognise the importance of regular hygiene routines - Recognise and use simple strategies for preventing the spread of diseases - Give and receive positive feedback, and experience how this makes them feel <p><u>Summer 2</u> <u>Growing and Changing</u></p> <p>Children begin to</p> <ul style="list-style-type: none"> -Recognise that exercise and sleep are important parts of a healthy lifestyle - Identify things they could do as a baby, a toddler and can do now - Understand some of the tasks required to look after a baby - Explain the difference between a secret and a nice surprise -Describe ways in which private parts can be kept private.

Year Two	<p><u>Autumn 1</u> <u>Me and My Relationships</u></p> <p>Children begin to</p> <ul style="list-style-type: none"> - Suggest actions that will contribute positively to the life of the classroom -Recognise that people have different ways of expressing their feelings; -Identify helpful ways of responding to other's feelings -Recognise that friendship is a special kind of relationship - Explain the difference between bullying and isolated unkind behaviour 	<p><u>Spring 1</u> <u>Keeping Safe</u></p> <p>Children begin to</p> <ul style="list-style-type: none"> - Understand that medicines can sometimes make people feel better when they're ill - Suggest actions for dealing with unsafe situations including who they could ask for help -Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable 	<p><u>Summer 1</u> <u>Being My Best</u></p> <p>Children begin to</p> <ul style="list-style-type: none"> - Help themselves and others develop a positive attitude that support their wellbeing - Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health - Describe simple dental hygiene routines -Understand what is meant by first aid; basic techniques for dealing with common injuries
	<p><u>Autumn 2</u> <u>Valuing Difference</u></p> <p>Children begin to</p> <ul style="list-style-type: none"> -Identify some of the physical and non-physical differences and similarities between people - Explain some of the ways people are special to them - Recognise and explain how a person's behaviour can affect other people - Suggest and use strategies for helping someone who is feeling left out - Recognise and describe acts of kindness and unkindness -Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships 	<p><u>Spring 2</u> <u>Rights and Respect</u></p> <p>Children begin to</p> <ul style="list-style-type: none"> - Describe and record strategies for getting on with others - Explain, and be able to use, strategies for dealing with impulsive behaviour - Identify special people in the school and community who can help to keep them safe -Understand rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. - Know that money can be saved for a use at a future time - Make suggestions for improving the school environment 	<p><u>Summer 2</u> <u>Growing and Changing</u></p> <p>Children begin to</p> <ul style="list-style-type: none"> - Demonstrate simple ways of giving positive feedback to others - Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to - Understand and describe some of the things that people are capable of at these different stages - Learn and name the different body parts, including 'private parts' which cannot be seen under clothing. - Know that you are not allowed to touch someone's private belongings without their permission - Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop

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<p>Year Three</p>	<p><u>Autumn 1</u> <u>Me and My Relationships</u></p> <ul style="list-style-type: none"> -Children begin to -Explore why rules are different for different age groups, in particular for internet-based activities - Consider the possible consequences of breaking the rules - Suggest strategies for maintaining a positive relationship with their special people - Rehearse and demonstrate simple strategies for resolving given conflict situations - Suggest reasons why friends sometimes fall out - Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare <p><u>Autumn 2</u> <u>Valuing Difference</u></p> <p>Children begin to</p> <ul style="list-style-type: none"> - Give examples of how to challenge another's viewpoint, respectfully - Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships. - Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. - Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. - Recognise that repeated name calling is a form of bullying 	<p><u>Spring 1</u> <u>Keeping Safe</u></p> <p>Children begin to</p> <ul style="list-style-type: none"> -Suggest strategies for keeping safe -Demonstrate strategies for dealing with a risky situation. -Identify risk factors in given situations -Recognise potential risks associated with browsing online -Understand that medicines are drugs and suggest ways that they can be helpful or harmful. -Define the word 'drug' and understand that nicotine and alcohol are both drugs. <p><u>Spring 2</u> <u>Rights and Respect</u></p> <p>Children begin to</p> <ul style="list-style-type: none"> - Identify key people who are responsible for them to stay safe and healthy - Understand the difference between 'fact' and 'opinion - Understand how an event can be perceived from different viewpoints - Recognise that there are times we can buy items we want and times when we need to save for items - Define what is meant by the environment; <p>Evaluate and explain different methods of looking after the school environment</p>	<p><u>Summer 1</u> <u>Being My Best</u></p> <p>Children begin to</p> <ul style="list-style-type: none"> - Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body - Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses - Describe how food, water and air get into the body and blood - Demonstrate their understanding of health and wellbeing issues that are relevant to them - Identify their achievements and areas of development - Recognise their own skills and those of other children in the class <p><u>Summer 2</u> <u>Growing and Changing</u></p> <p>Children begin to</p> <ul style="list-style-type: none"> - Identify different types of relationships; -Recognise who they have positive healthy relationships with - Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; -Recognise and describe appropriate behaviour online as well as offline; -Identify what constitutes personal information and when it is not appropriate or safe to share this - Know who they could ask for help if a secret made them feel uncomfortable or unsafe. - Recognise that babies come from the joining of an egg and sperm;
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Year Four	<p><u>Autumn 1</u> <u>Me and My Relationships</u> Children begin to</p> <ul style="list-style-type: none"> -Define successful qualities of teamwork and collaboration - Explain what we mean by a 'positive, healthy relationship' <ul style="list-style-type: none"> - Describe appropriate assertive strategies for saying 'no' to a friend - Describe 'good' and 'not so good' feelings and how feelings can affect our physical state - Give examples of strategies to respond to being bullied, including what people can do and say <p><u>Autumn 2</u> <u>Valuing Difference</u> Children begin to</p> <ul style="list-style-type: none"> - Define the terms 'negotiation' and 'compromise'; -List some of the ways that people are different to each other (including differences of race, gender, religion); -Recognise potential consequences of aggressive behaviour; -Suggest strategies for dealing with someone who is behaving aggressively. - Give examples of features of these different types of relationships, including how they influence what is shared. - Understand that they have the right to protect their personal body space 	<p><u>Spring 1</u> <u>Keeping Safe</u> Children begin to</p> <ul style="list-style-type: none"> - Identify situations which are either dangerous, risky or hazardous - Identify from given scenarios which are dares and which are not; Suggest strategies for managing dare - Identify images that are safe/unsafe to share online; -Know and explain strategies for safe online sharing; -Understand and explain the implications of sharing images online without consent -Understand that medicines are drugs <p><u>Spring 2</u> <u>Rights and Respect</u> Children begin to</p> <ul style="list-style-type: none"> -Describe the various responsibilities of those who help them stay healthy and safe; -Suggest ways they can help the people who keep them healthy and safe - Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these - Suggest and engage with ways that they can contribute to the decision-making process in school -Explain the role of the bystander and how it can influence bullying or other anti-social behaviour - Define the word influence; 	<p><u>Summer 1</u> <u>Being My Best</u> Children begin to</p> <ul style="list-style-type: none"> - Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently - Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; -Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). -Define what is meant by the word 'community' <p><u>Summer 2</u> <u>Growing and Changing</u> Children begin to</p> <ul style="list-style-type: none"> - Understand how the onset of puberty can have emotional as well as physical impact -Suggest reasons why young people sometimes fall out with their parents - Identify parts of the body that males and females have in common and those that are different; -Know the correct terminology for their genitalia; -Understand and explain why puberty happens - Know the key facts of the menstrual cycle;

		<ul style="list-style-type: none"> -Recognise that reports in the media can influence the way they think about a topic 	<ul style="list-style-type: none"> -Understand that periods are a normal part of puberty for girls; -Identify some of the ways to cope better with periods
Year Five	<p><u>Autumn 1</u> <u>Me and My Relationships</u> Children begin to</p> <ul style="list-style-type: none"> -Describe the attributes needed to work collaboratively - Explain what is meant by the terms negotiation and compromise -Give examples of some key qualities of friendship; -Reflect on their own friendship qualities - Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks - Identify characteristics of passive, aggressive and assertive behaviours <p><u>Autumn 2</u> <u>Valuing Difference</u> Children begin to</p> <ul style="list-style-type: none"> -Describe ways of making a friendship last; -Explain why friendships sometimes end -Demonstrate respectfulness in responding to others -Develop an understanding of discrimination and its injustice, and describe this using examples; -Empathise with people who have been, and currently are, subjected to injustice, including through racism 	<p><u>Spring 1</u> <u>Keeping Safe</u> Children begin to</p> <ul style="list-style-type: none"> - Demonstrate strategies to deal with both face-to-face and online bullying - Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private - Explore and share their views about decision making when faced with a risky situation -Describe some of the health risks caused by vaping; -Understand that there are potential health risks of vaping that are not yet fully known - Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks <p><u>Spring 2</u> <u>Rights and Respect</u> Children begin to</p> <ul style="list-style-type: none"> - Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing - Understand the difference between a fact and an opinion - Explain what we mean by the terms voluntary, community and pressure (action) group 	<p><u>Summer 1</u> <u>Being My Best</u> Children begin to</p> <ul style="list-style-type: none"> -Explain the function of at least one internal organ. -Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health -Identify their own strengths and talents; -Identify areas that need improvement and describe strategies for achieving those improvements - State what is meant by community; <p>Explain what being part of a school community means to them</p> <ul style="list-style-type: none"> -Know about what is meant by first aid; basic techniques for dealing with common injuries. <p><u>Summer 2</u> <u>Growing and Changing</u> Children begin to</p> <ul style="list-style-type: none"> -Explain strategies they can use to build resilience. - Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch - Explain the difference between a safe and an unsafe secret;

		<ul style="list-style-type: none"> - Define the differences between responsibilities, rights and duties; -Discuss what can make them difficult to follow 	<p>Identify situations where someone might need to break a confidence in order to keep someone safe</p> <ul style="list-style-type: none"> - Identify some products that they may need during puberty and why; -Know what menstruation is and why it happens - Know the correct words for the external sexual organs
Year Six	<p><u>Autumn 1</u> <u>Me and My Relationships</u> Children begin to</p> <ul style="list-style-type: none"> -Demonstrate a collaborative approach to a task -Recognise some of the challenges that arise from friendships; -Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach - Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about - Recognise and empathise with patterns of behaviour in peer-group dynamics - Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree; <p>Understand that everyone has the right to be free to choose who and whether to marry</p> <p><u>Autumn 2</u> <u>Valuing Difference</u> Children begin to</p> <ul style="list-style-type: none"> -Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; 	<p><u>Spring 1</u> <u>Keeping Safe</u> Children begin to</p> <ul style="list-style-type: none"> -Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; -Understand and describe the ease with which something posted online can spread -Know that it is illegal to create and share sexual images of children under 18 years old; -Explore the risks of sharing photos and films of themselves with other people directly or online; -Know how to keep their information private online. - Define what is meant by the term stereotype; -Recognise how the media can sometimes reinforce gender stereotypes <p><u>Spring 2</u> <u>Rights and Respect</u> Children begin to</p> <ul style="list-style-type: none"> -Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; 	<p><u>Summer 1</u> <u>Being My Best</u> Children begin to</p> <ul style="list-style-type: none"> -Identify aspirational goals; -Describe the actions needed to set and achieve these. -Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues - Identify risk factors in a given situation; -Understand and explain the outcomes of risk-taking in a given situation, including emotional risks -Learn concepts of basic first-aid, for example dealing with common injuries, including head injuries. <p><u>Summer 2</u> <u>Growing and Changing</u> Children begin to</p> <ul style="list-style-type: none"> -Recognise that photos can be changed to match society's view of perfect;

	<ul style="list-style-type: none"> -Suggest strategies for dealing with bullying, as a bystander - Demonstrate ways of offering support to someone who has been bullied - Understand and explain the term prejudice; -Identify and describe the different groups that make up their school/wider community/other parts of the UK; -Describe the benefits of living in a diverse society 	<ul style="list-style-type: none"> -Describe the language and techniques that make up a biased report - Know the legal age (and reason behind these) for having a social media account; -Understand why people don't tell the truth and often post only the good bits about themselves, online - Explain what is meant by living in an environmentally sustainable way; -Suggest actions that could be taken to live in a more environmentally sustainable way. -To recognise reasons for rules and laws; consequences of not adhering to rules and laws. 	<ul style="list-style-type: none"> -Identify qualities that people have, as well as their looks - Define what is meant by the term stereotype; -Recognise how the media can sometimes reinforce gender stereotypes; -Recognise that people fall into a wide range of what is seen as normal - Understand the risks of sharing images online and how these are hard to control, once shared; -Understand that people can feel pressured to behave in a certain way because of the influence of the peer group - Recognise some of the changes they have experienced and their emotional responses to those changes - Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; -Suggest strategies that would help someone who felt challenged by the changes in puberty; -Understand what FGM is and that it is an illegal practice in this country; -Know where someone could get support if they were concerned about their own or another person's safety -Identify the changes that happen through puberty to allow sexual reproduction to occur.
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