

PSHE Yearly Overview – Formal Curriculum

	Wellbeing (Autumn 1) (Self Help)	Keeping safe (Autumn 2) (In the community)	Respecting myself (Spring 1) (Social and interaction)	Families & Friendships (Spring 2) (Social and interaction)	Health (Summer 1) (Self Help)	Ourselves growing and changing (PCRE) (Summer 2) (Self Help)
Foundation	<ul style="list-style-type: none"> Looking in the mirror and observing different facial expressions. Exploration of activities which make them happy. (like) Exploration of activities which make them feel sad. (dislike) Communicating preferences for like/dislike using indicators Responding to stimulus containing different facial expressions 	<ul style="list-style-type: none"> Asking for help with adult prompting Following instructions (stop/go/finish) when on a walk. Following instructions (stop/go/finish) when in the park. Following instructions (stop/go/finish) when in a shop. Following instructions (stop/go/finish) when using kitchen equipment. Identify and recognise people that help us in our own lives (family, teachers, carers) Explores examples of school rules, and things are allowed/not allowed to do. 	<ul style="list-style-type: none"> Shows awareness of things that belong to them Hand hygiene. Shows awareness of things that belong to them Hand hygiene. Requesting more and finished. Expressing likes and dislikes. Recognising self in mirror. Recognising self in images. Describing myself and my physical features Using appropriate manners with adult support 	<ul style="list-style-type: none"> Looking at photos of friends and family members. Recognising friends within class. Recognising family members. Actively participating in turn taking games with an adult Actively participating in group games. Identify people who are special to us Identify similarities and differences between people 	<ul style="list-style-type: none"> Exploring different healthy/unhealthy foods (food tasting) Identifying food that they like/dislike Partaking in local walks/physical exercise. Participates in hand hygiene. Co-operates with brushing teeth. Responds to visuals to support with communicating if they are in pain/there is a problem with their body 	<ul style="list-style-type: none"> Recognising self. Shows awareness of different body parts Shows awareness of what is theirs Brushing teeth. Washing hands and face Awareness of vocabulary of public and private Explore babies and how babies behave Identifies times that close family members may need to touch them physically (during personal care) Y4 Puberty education progression of skills
Developing	<ul style="list-style-type: none"> Different feelings & identifying them on self. (Happy/Sad) Different feelings & identifying them on others (Happy/Sad). Identify ways you can communicate your feelings to others. Identify things that make us happy and sad Identifying reasons why someone may feel sad. Identifying reasons why someone may feel happy. Discuss what we can do if we see someone sad and upset Recognise ways we can make ourselves feel better if we are upset 	<ul style="list-style-type: none"> Asking for help. Identifying trusted adults in school Using crossings- road safety. Who helps me in school? Describe ways that people who help us in our lives care for us People who help us (police, doctor, dentist.) Describe ways we can keep ourselves safe in school Describe ways we can keep ourselves safe in the community Describe ways we can communicate our preferences and choices to others (pre-esafety) 	<ul style="list-style-type: none"> Sharing with others their 'favourite'. (Colour, food, toy, film etc.) Choosing a friend to share a message/toy with. Identifying things I am good at Saying no/stop/rejecting objects and people. Identify actions and behaviours that show good manners and being polite to others Describes the way we take care of our personal belongings. Understanding the difference between 'liking' someone, and 'trusting' them 	<ul style="list-style-type: none"> Interacting with friends (group games) Sharing with friends. Discuss times that we should share and work with our friends Describe ways you can play with your friends so that everyone is happy Sorting between family and friends. Identifying friends from a selection to choose from. Identifying family members from a selection to choose from. Describing my friends and family and the way that they look Describe what makes our family, friends and teachers special to us 	<ul style="list-style-type: none"> Taking part in high-intensity activities that will raise their heart rate. Sorting healthy/unhealthy foods. The role of a doctor/nurse/dentist Recognises the importance of wearing sun cream/sun hat Recognises how they feel if they have not had enough sleep Demonstrates simple hygiene routines e.g. washing hands and face, or brushing teeth Demonstrates how to tell someone if they are feeling unwell, or they are in pain 	<ul style="list-style-type: none"> Recognises correct names for main body parts Identifying boys/girls. Appropriate greetings. Hygiene Identifies places that are public and are private Y4 Identifies times that they would like to be alone, and have privacy Y4 Identify differences between babies, children and adults Life cycles (baby, child, youth, adult, old age). Looking after a baby. Recognises that their bodies will change as they move towards adulthood Y5

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		<ul style="list-style-type: none"> • Gives examples of school rules, and things are allowed/not allowed to do. 	<ul style="list-style-type: none"> • Identifying the difference between and 'surprise' and a 'secret'. 	<ul style="list-style-type: none"> • Describes things that all people have in common 	<ul style="list-style-type: none"> • Understands when they are unwell they may see a doctor or visit the hospital 	<ul style="list-style-type: none"> • Identifies the main physical differences between male and female bodies Y5 • Recognises other peoples bodies and asking for permission to touch • Puberty education progression of skills
Assured (KS1 objectives)	<ul style="list-style-type: none"> • Different feelings. (Happy/sad/ Angry/Worried) • Things that make people feel good. • How to recognise what others are feeling. • Reasons why it is important to know how other people are feeling • How to ask for help with feelings. • Ways to manage emotions. • How change makes you feel. • Understanding how our emotions can make our whole body feel • Likes/dislikes. (Challenging gender stereotypes.) • Loss/death and the impact on emotions. 	<ul style="list-style-type: none"> • Give reasons why it is important to keep ourselves safe • Identifies why we have rules to keep us safe Road safety. • Describe how we might be feeling when we are not safe, and how other people may feel • How to keep safe at home. • How to keep safe in the community (shopping centres, parks, swimming pools, on the street). • Household products that are unsafe (medicines) • What to do in an emergency. • 'What might happen' • Rules and age restrictions to keep us safe. • Safety online. Identify risks of communicating online. • E-safety - What to do if I see something scary. 	<ul style="list-style-type: none"> • Identifying my areas of strength and things I need help with • Discussing hobbies and things that I like to do out of school • Recognising ways we are all unique and special. • Words and actions can hurt a person. • How to respond to physical contact if it makes them feel uncomfortable. • Peer pressure. • Understanding what a 'dare' is and how we can say no. • Bullying. • Safety online. What to do if they are being bullied online. • When it is ok to keep a secret. 	<ul style="list-style-type: none"> • Share times that you have worked with a friend to achieve a goal • Identify people who love and care for them and what they do to help them feel cared for. • Describe how positive relationships can make you feel • What to do if a friendship is making them feel unhappy. • Solving disputes between friends. • Describe how others might feel if they are excluded from play • Roles of different relatives. • Understand that relationships and feelings about other people may change over time, and this is okay • Common features in families. • Different types families. • Differences between people (job roles & gender stereotypes, disabilities) • Recognises that romantic relationships are different to friendships 	<ul style="list-style-type: none"> • Identify ways we can take care of ourselves • Hygiene and germs- different ways we keep clean. • Identify different ways that germs and illnesses may spread • Explains why some foods are healthier than others • Dental care and the correct foods and drinks to support. • Importance of physical activity. • Importance of sleep. • Staying safe in the sun. • Balanced lifestyles (taking a break from screen time.) • Identifies some symptoms they may feel if they are feeling unwell • Recognises that different medicines come in different forms e.g. inhalers, tablets, liquid medicine • Explain why we should never take someone else's medication 	<ul style="list-style-type: none"> • Identifying the differences between boys and girls. • Understanding that it is ok for girls and boys to like the same thing. • Appropriate touch and greetings: touching others and others touching you. Y4 • Private body parts. (including mouth) Y4 • Public and private places. • Explain the importance of respecting each other's privacy • Life cycles. • Describes how our needs have changed since being a baby • Identifies things they can do now that they couldn't do when they were younger • Describes the main physical changes that occur as we grow up (body changes, menstruation) Y5 • Puberty education progression of skills
Contextualised Year 4 + (KS2 objectives)	<ul style="list-style-type: none"> • Understanding that everyone has the right to feel a range of emotions • Strategies to respond to feelings. 	<ul style="list-style-type: none"> • Predicting risks. • Safety in the local environment e.g. rail/road/water safety – following rules 	<ul style="list-style-type: none"> • Identifying my hopes and dreams for the future • Think about what I need to do to help me achieve my hopes and dreams • Appropriate greetings (strangers). 	<ul style="list-style-type: none"> • Manners & Courtesy • Identify ways that you can be better when working in a team to improve yourself • Offer constructive feedback to your peers about working together in a team 	<ul style="list-style-type: none"> • Positive and negative effects on healthy lifestyles. • Explain what we can do to prevent the spread of germs and why this is important 	<ul style="list-style-type: none"> • Public and private places and actions. Y4 • Appropriate touch; touching yourself (parts of body and where is appropriate) Y5

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	<ul style="list-style-type: none"> • Understand how your actions can make other people feel • Who to turn to for support. • Understanding the law – criminal age of responsibility is age 10. • Strategies and behaviours to support mental health. • Recognising warning signs about mental health and wellbeing. 	<ul style="list-style-type: none"> • Explain how we can help others to keep other people safe • What to do in an emergency situation. • Importance of taking medicines correctly. • Firework safety. • Healthy and unhealthy habits (alcohol/smoking.) Y5 • Keeping personal information private. • E Safety – Describe basic rules of being online and using social media. • Online safety- importance of what we share about ourselves (personal details & photographs) • Online safety- Who to get support from if we are feeling unsafe online. • Online relationships- keeping safe around people who may pretend. 	<ul style="list-style-type: none"> • Appropriate touch (friends, family, strangers) and saying no. • Wanted and unwanted physical contact. • Privacy and personal boundaries (what is appropriate in friendship and wider relationships). • Seeking permission. • Personal strengths. • Individual and personal qualities. • Personal identity- ethnicity, family, ender, culture, hobbies, likes dislikes. • Setbacks/failures and how to deal with them. • Impact of bullying and the consequences of hurtful behaviour. 	<ul style="list-style-type: none"> • Different types of relationships (friendships, family relationships, romantic relationships, online relationships.) • What constitutes positive healthy friendships (trust, kindness, generosity). • Loneliness & the importance of inclusion. • What to do if a friendship is making them feel unsafe or uncomfortable. • Different family structures (single parents, same sex parents, step parents etc.) • Marriage and civil partnership. • What to do if a family relationship is causing sadness/worry. • Respect should be mutual- from others including those in authority. 	<ul style="list-style-type: none"> • Healthy diet and the risks of not eating a healthy diet. • Recognises why some people may not be able to eat certain foods e.g. allergies/health conditions • Physical health and risks behind not being active. • Importance of sleep and risks behind not sleeping. • Recognising signs of physical illness. • The role in medicines in helping us stay well. • Dental care and risks behind poor dental hygiene. • Sun care and risks behind overexposure. • Balanced lifestyles and risks behind too much technology. • Give reasons why there are rules about what we can put in our bodies 	<ul style="list-style-type: none"> • Understanding why you can touch certain body parts in private. Y5 • Human life cycles & end of life. Y5 • Puberty education progression of skills • Internal organs in males and females and correct vocabulary for genitals Y5 • Describes what will emotionally during puberty (mood swings) Y5 • Hygiene changes over puberty. Y5 • Menstrual cycles/wet dreams/erections. Y5 • Understanding that we need a male and female to reproduce. Y6 • Puberty education progression of skills
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