PSHE Curriculum Overview

Year group	Autumn	Spring	Summer
EARLY YEARS – PSED **Making relationships** *Range 4:* *Builds relationships with special people* *Shows some understanding that other people have perspectives, ideas and needs that are different to theirs* *Shows empathy and concern for people who are special to them* *Is beginning to cooperate in favourable situations* *Seeks out others to share experiences with* *Range 5:* *Uses their experience of adult behaviours to guide their social relationships and interactions* *Shows increasing consideration of other people's needs* *Practices skills of assertion, negotiation and compromise* *Enjoys playing alone, alongside and with others* *Range 6:* *Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others* *Develops particular friendships with other children, which help them to understand different points of view* *Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours* *Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise* *ELGs:* *Work and play cooperatively and take turns with others* *Form positive attachments to adults and friendships with peers* *Show sensitivity to their own and to others' needs* **Sense of self** *Range 4:* *Knows their own name, their preferences and interests and is becoming aware of their unique abilities* *Is developing an understanding of and interest in differences of gender, ethnicity and ability* *Shoes a sense of autonomy through asserting their ideas and preferences and making choices and decisions*			

Experiments with their own and others' views of who they are through play, through trying out different behaviours and the way they talk about themselves
Is gradually learning that actions have consequences
Range 5:
Is becoming more aware of the similarities and differences between themselves and others in more detailed ways
Is sensitive to others' messages of appreciation or criticism
Enjoys a sense of belonging through being involved in daily tasks
Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others
Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs
Range 6:
Recognises that they belong to different communities and social groups and communicates freely about their own home and community
Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination
Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group
Can describe their competencies, what they can do well and are getting better at
Has a clear idea of what they want to do in their play and how they want to go about it
Shows confidence in choosing resources and perseverance in carrying out chosen activity
ELGs:
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
Understanding emotions
Range 4:
Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings
Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over-stimulated
Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions
Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset
Responds to the feelings of others, showing concern and offering comfort
May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do
Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows
Range 5:
Expresses a wide range of feelings in their interactions with others and through their behaviour and play
May exhibit increased fearfulness of things
Talks about how others may be feeling and responds according to their understanding of the other person's needs and wants
Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings
Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions

Range 6:
Understands their own and other people's feelings, offering empathy and comfort
Talks about their own and others' feelings and behaviour and its consequences
Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people
Is more able to manage their feelings and tolerate situations in which their wishes cannot be met
Seeks support, 'emotional refuelling' and practical help in new or challenging situations
Is aware of behavioural expectations and sensitive to ideas of justice and fairness
Seeks ways to manage conflict
ELGs:
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
Explain the reason for rules, know right from wrong and try to behave accordingly

Reception	**Being Me in My World**	**Dreams and Goals**	**Relationships**
	Understanding how it feels to belong and that they are similar and different. *Starting to recognise and manage their feelings.* *Working together and considering other people's feelings.* *Understanding why it is good to be kind and use gentle hands.* *Understanding children's 'rights' and that this means they should all be allowed to learn and play.* *Learning what being responsible means.* **Celebrating Difference** *Identifying something they are good at and understanding that everyone is good at different things.* *Understanding that being different makes them all special.* *Knowing that they are all different but the same in some ways.* *Telling an adult why their home is special to them.*	*Understanding that if they persevere they can tackle challenges.* *Telling an adult about a time they didn't give up until they achieved their goal.* *Setting a goal and working towards it.* *Using kind words to encourage people.* *Understanding the link between what they learn now and the jobs they might like to do when they are older.* *Saying how they feel when they achieve a goal and know what it means to feel proud.* **Healthy Me** *Understanding they need to exercise to keep their body healthy.* *Knowing which foods are healthy and not so healthy and making healthy eating choices.* *Knowing what the word 'healthy' means and that some foods are healthier than others.*	*Identifying some of the jobs they do in their family.* *Knowing how to make friends to stop themselves feeling lonely.* *Thinking of ways to solve problems and stay friends.* *Starting to understand the impact of unkind words.* *Using 'calm time' to manage their feelings.* *Knowing how to be a kind friend.* **Changing Me** *Naming parts of the body.* *Telling an adult some of the things they can do and foods they eat to be healthy.* *Understanding they all grow from babies to adults.* *Expressing how they feel about moving to Year 1.* *Talking about how they feel about their worries and/or the things they are looking forward to about being in Year 1.*

	Telling an adult how they can be a kind friend.	*Knowing how to help themselves go to sleep and understanding why sleep is good for them.* *Washing their hands thoroughly and understanding why this is important before eating after going to the toilet.* *Knowing what a stranger is and how to stay safe if they are approached by a stranger.*	*Sharing their memories of the best bits of their year in Reception.*
Year 1	**Being Me in My World** *Understanding the rights and responsibilities as a member of their class and knowing how to make the classroom a safe place for everyone to learn.* *Knowing their views are valued and recognising how it feels to be proud of an achievement.* *Recognising choices they make and understanding consequences and associated feelings.* **Celebrating Difference** *Identifying similarities and differences between people in their class.* *Understanding what bullying is and explaining this. Knowing people they can talk to if they were feeling unhappy or being bullied.* *Learning how to make new friends.*	**Dreams and Goals** *Identifying their success and achievements; setting simple goals.* *Working out how to achieve their goal.* *Understanding how to work well with a partner.* *Tackling a new challenge and understanding this might stretch their learning.* *Identifying obstacles that make it more difficult to achieve their challenge and working out how to overcome them.* **Healthy Me** *Understanding the difference between being healthy and unhealthy and knowing some ways to keep themselves healthy.* *Knowing how to keep clean and healthy; understanding how germs cause disease / illness.* *Knowing that all household products including medicines can be harmful if not used appropriately.* *Understanding that medicines help them if they feel poorly and how to use them safely.*	**Relationships** *Identifying members of their family and understanding there are lots of different types of families.* *Identifying what being a good friend means.* *Knowing appropriate ways of physical contact to greet friends and what they prefer.* *Knowing who can help them in school and in the community.* *Recognising their own qualities as a person and a friend.* **Changing Me (Growing and caring for Ourselves)** *Learning the importance of and how to maintain personal hygiene.* *Learning about and understanding the process of growing from young to old and how people's needs change.* *Learning the names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls.* *Exploring people who look after them, their family networks, who to go to if they*

		Learning how to keep safe when crossing the road and about people who help them to stay safe.	*are worried and how to attract their attention, ways that they can help these people to look after them.*
Year 2	**Being Me in My World** *Understanding rights and responsibilities and who to go to for help when they are feeling worried. Revisiting how to make the classroom safe but how to make it a fair place too.* *Learning to work co-operatively with others.* **Celebrating Difference** *Understanding that sometimes people make assumptions about boys and girls (stereotypes).* *Understanding that bullying is sometimes about difference.* *Recognising what is right and wrong and knowing how to look after themselves.* *Revisiting ways to make new friends and how this feels.* *Understanding differences make them special and unique.*	**Dreams and Goals** *Identifying successes and achievements and how this might make them feel.* *Knowing their strengths as a learner and what it takes to persevere.* *Recognising who they are good at working with and how this can help them learn.* *Learning to work together to solve problems and express how it feels to be part of a group.* *Learning the importance of contributing to the success of a group.* **Healthy Me** *Reflecting on what is needed to keep their bodies healthy.* *Knowing what 'relaxed' feels like and identifying things that make them feel that way and what makes them feel stressed.* *Understanding how medicines work in their bodies.* *Sorting foods into the correct groups and knowing what foods are needed each day to keep them healthy.* *Knowing what foods give them energy.* *Making healthy snacks and being able to explain why they are good for them.*	**Relationships** *Identifying the different members of their family, understanding that their relationship with each of them and knowing that everyone's family is different.* *Understanding that there are different forms of physical contact within a family and some of this is acceptable; some is not.* *Identifying things that can cause conflict with friends.* *Understanding that sometimes it is good to keep a secret and sometimes it is not.* *Recognising and appreciating people who help them in their family, their school and their community.* **Changing Me (Differences)** *Understanding that some people have fixed ideas about what boys and girls can do (stereotypes).* *Identifying and describing the differences between male and female babies and male and female animals.* *Exploring some of the differences between males and females and understanding this is part of the lifecycle.* *Understanding that making a new life needs a male and a female.* *Focusing on sexual difference and naming body parts – male and female.*

Year 3	**Being Me in My World** *Recognising their worth and identifying positive things about themselves.* *Knowing how to make others feel valued.* *Recognising how it feels to be happy, sad or scared and being able to identify these emotions in others.* *Understanding why rules are needed and how they relate to rights and responsibilities.* *Understanding that their actions / behaviours affect themselves and others and that it beings rewards / consequences.* *Learning to make responsible choices and take action.* *Understanding that their actions affect others and trying to see others' points of view.* **Celebrating Difference** *Understanding that everybody's family is different and important to them.* *Understanding that differences and conflict sometimes happen among family members; knowing how to calm themselves down.* *Knowing what it means to be a witness to bullying and knowing ways to help someone who is bullied feel better.* *Knowing that witnesses (to bullying) can make the situation better or worse by what they do.* *Recognising that some words are used in hurtful ways and reflecting on their own experiences.*	**Dreams and Goals** *Learning about overcoming obstacles and achieving success and providing examples of this.* *Identifying dreams and ambitions that are important to them.* *Breaking goals into a number of steps and knowing how others can help them to achieve them.* *Knowing they are responsible for their own learning and that they can use their strengths to achieve a challenge.* *Recognising obstacles which might hinder their achievement and taking steps to overcome them.* *Evaluating their own progress.* **Healthy Me** *Understanding how exercise affects their bodies and why their heart and lungs are such important organs.* *Talking about their knowledge of drugs and how I feel towards them.* *Identifying things, people and places that they need to keep safe from and know some strategies for keeping themselves safe including who to go to for help.* *Understanding that, like medicines, some household substances can be armful if not used correctly.* *Understanding how complex their bodies are and how important it is to take care of them.*	**Relationships** *Identifying the roles and responsibilities of each member of their family and reflect on the expectations for males and females.* *Identifying and putting into practice some of the skills of friendship.* *Knowing and using some strategies to keep themselves safe.* *Understanding and explaining that some of the actions and work of people all over the world help and influence their lives.* *Understanding how their needs and rights are shared by children around the world and identifying how their lives are different.* **Changing Me (Valuing Difference and Keeping Safe)** *Recapping the differences between males and females and naming the body parts.* *Considering touch and knowing that a person has the right to say what they like and dislike.* *Identifying different types if touch that people like and do not like.* *Understanding personal space and ways of dealing with unwanted touch.* *Exploring different types of families and who to go to for help and support.*

Year 4	**Being Me in My World** *Reflecting on how it feels to be included and understanding how it feels to be excluded.* *Understanding who is in their school community, the roles they play and how they fit in.* *Understanding how democracy works through the school council.* *Recapping: how their actions affect themselves and others and trying to empathise with others.* *Understanding how groups come together to make decisions.* *Understanding how democracy and having a voice benefits the school community.* **Celebrating Difference** *Understanding that, sometimes, assumptions are made based on what people look like.* *Understanding what influences them to make assumptions based on what people look like and reflecting on that.* *Knowing that sometimes bullying is hard to spot but knowing what to do if they think it is happening.* *Understanding why witnesses may join in with bullying and why, sometimes, they tell.* *Identifying what is special about themselves and how they are unique.*	**Dreams and Goals** *Reflecting and sharing their hopes and dreams.* *Understanding that sometimes hopes and dreams don't come true and that this can feel upsetting and disappointing.* *Knowing that reflecting on positive and happy experiences can help them to counteract disappointment.* *Understanding what it means to be resilient and have a positive attitude.* *Recapping: Knowing how to work out the steps to take to achieve a goal.* **Healthy Me** *Recognising how different friendship groups are formed, how they fit into them and the friends they value the most.* *Recognising the changing dynamics between people in different groups, seeing who takes on which roles and understanding the roles the take in different situations.* *Understanding the facts about smoking and its effects on health and also some of the reasons some people start to smoke.* *Understanding the facts about alcohol and its effects on health, particularly the liver and also some of the reasons people drink alcohol.* *Recognising when people are putting them under pressure and explain ways they can resist this.*	**Relationships** *Identifying the web of relationships that they are part of, starting from those closest to them and including those more distant.* *Identifying someone they love and expressing why they are special to them.* *Knowing how most people feel when they lose someone or something they love – understanding they can remember people even when they can no longer see them.* *Explaining different points of view on an animal rights issue – expressing their own opinion.* *Understanding how people feel when they love (and lose) a special pet.* **Changing Me (Growing Up)** *Describing the main stages of the human life cycle.* *Describing the body changes that happen when a child grows up.* *Identifying some basic facts about puberty. Discussing male and female body parts with agreed words.* *Knowing some changes that happen to the body during puberty.* *Exploring how puberty is linked to reproduction. Knowing about the physical and emotional changes that happen in puberty.* *Understanding that children change into adults so that they are able to reproduce.*
Year 5	**Being Me in My World** *Understanding their rights and responsibilities as a British citizen (and as*	**Dreams and Goals** *Identifying what they would like their lives to be like when they are grown up and*	**Relationships**

	a member of this school). Learning to empathise with people in this country whose lives are different to their own. *Making choices about their own behaviour because they understand how rewards and consequences feel.* *Understanding how an individual's behaviour can impact on a group.* *Understanding how democracy and having a voice benefits the school community and knowing how to participate in this.* **Celebrating Difference** *Understanding that cultural differences sometimes causes conflict; being aware of their own culture.* *Understanding what racism is.* *Understanding how rumour-spreading and name-calling can be bullying behaviours.* *Being able to explain the difference between direct and indirect types of bullying.* *Comparing their lives with people in the developing world.* *Enjoying and respecting the experience of culture other than their own.*	*understanding that they will need money to help them achieve some of their dreams and goals.* *Knowing about a range of jobs carried out by people they know and exploring how much people earn in different jobs.* *Identifying a job they might like to do when they are grown up and understanding what motivates them and what they need to do in order to achieve it.* *Describing the dreams and goals of young people in a culture different to their own.* *Understanding that communicating with someone in a different culture means learning from each other.* *Encouraging peers to support young people here and abroad to meet their aspirations and suggesting ways they might do this e.g charity fundraising.* **Healthy Me** *Knowing the health risks of smoking and explaining how tobacco affects the lungs, liver and heart.* *Knowing some of the risks with misusing alcohol, including anti-social behaviour and how it affects the liver and heart.* *Knowing and putting into practice basic emergency aid procedures (including recovery position) and knowing how to get help in emergency situations.* *Understanding how media and celebrity culture promotes certain body types.* *Describing the different roles food can play in people's lives and explain how*	*Knowing what their characteristics and personal qualities are and how to build their own self-esteem.* *Recognising how friendships change, how to stand up for themselves and how to negotiate and compromise.* *Understanding how it feels to be attracted to someone and what having a boyfriend / girlfriend might mean - and that there is no need to feel pressured into having one.* *Recognising the feeling of jealousy, where it comes from and how to manage it.* *Understanding how to stay safe when using technology to communicate with friends.* *Recognising and resisting pressure to use technology in ways that may be risky or cause harm to others.* **Changing Me (Puberty)** *Exploring the emotional and physical changes occurring in puberty.* *Understanding male and female puberty changes in more detail.* *Understanding how puberty affects the reproductive organs.* *Describing how to manage physical and emotional changes.* *Exploring the impact of puberty on the body and the importance of hygiene.* *Exploring ways to get support during puberty.*

		people can develop eating problems (disorders) relating to body image pressures. *Knowing what makes a healthy lifestyle including healthy eating.*	
Year 6	**Being Me in My World** *Knowing that there are universal rights for all children but, for many children, these rights are not met.* *Understanding that their actions affect other people globally and locally.* *Making choices about their own behaviour because they understand how rewards and consequences feel and understanding that these relate to my rights and responsibilities.* *Understanding how an individual's behaviour can impact on a group and how we all function best as a whole.* **Celebrating Difference** *Understanding that there are different perceptions about what normal means.* *Understanding how having a disability could affect someone's life.* *Explaining some of the ways one person or a group could have power over another.* *Knowing some of the reasons why people use bullying behaviours.* *Giving examples of people with disabilities who lead amazing lives.*	**Dreams and Goals** *Understanding why it is important to stretch the boundaries of their current learning.* *Working out the steps they need to take to reach their goal(s) and understand their own motivators.* *Identifying problems in the world that concern them and talking to others about them.* *Empathising with people who are suffering or who are living in difficult situations.* *Describing some ways in which they can work with other people to make the world a better place.* **Healthy Me** *Knowing the impact of food on the body.* *Knowing about different types of drugs and their uses and their effects on the body; particularly the liver and the heart.* *Evaluating when alcohol is being used responsibly, anti-socially or being misused.* *Knowing and outing into practice basic emergency aid procedures (e.g the recovery position) and knowing how to get help in emergency situations.*	**Relationships** *Identifying the most significant people in their lives so far.* *Knowing some of the feelings they can have when someone leaves or dies.* *Understanding that there are different stages of grief and that there are different types of loss that can cause people to grieve.* *Recognising when people are trying to gain power or control.* *Understanding how technology can be used to gain power or control and using strategies to prevent this from happening.* *Using technology positively and safely to communicate with friends and family – and taking responsibility for this.* **Changing Me (Puberty, Relationships and Reproduction)** *Describing how and why the body changes during puberty in preparation for reproduction.* *Considering physical and emotional behaviour in relationships.* *Discussing different types of adult relationships and knowing what form of touching is appropriate.* *Exploring the process of conception and pregnancy.*

		Understanding what it means to be emotionally well and exploring people's attitudes towards mental health / illness. *Recognising when they feel stressed and the triggers that cause this.*	*Describing the decisions that have to be made before having a baby.* *Knowing some basic facts about pregnancy and conception.* *Exploring positive and negative ways of communicating in a relationship.* *Considering when it is appropriate to share personal / private information in a relationship.* *Knowing how and where to get support if an online relationship goes wrong.*