



Curriculum Overview – PSHE

PSHE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<p>Being me in the World Know who they are</p> <p>Identify how they are feeling</p> <p>Manage feelings and behaviour</p>	<p>Celebrating Differences Know what they are good at</p> <p>Know that they are special</p> <p>Learn about families</p> <p>Understand what makes a good friend</p> <p>Know how to make friends</p>	<p>Dreams and Goals understand what it means to be challenged</p> <p>Learn about never giving up</p> <p>Set a goal</p> <p>Understand obstacles and how to ask for support</p>	<p>Healthy Me Learn about how to keep their bodies healthy through exercise and food choices</p> <p>Learn about how important sleep is</p> <p>Learn about hygiene</p> <p>Know about stranger danger and how to keep themselves safe</p>	<p>Relationships Learn about the importance of family and friends</p> <p>Learn about how to resolve conflict</p> <p>Learn about how your behaviour can impact others</p>	<p>Changing Me Know about their own body and how to respect it</p> <p>Understand what it means to grow up</p> <p>Understand some of the changes that will take place when they grow up</p> <p>Be able to share their thoughts and feelings</p>
Year 1	<p>Being me in the World feel special and safe in their class</p> <p>know that they belong to a class</p> <p>know how to make the class a safe place for everybody to learn</p> <p>recognise how it feels to be proud of an achievement</p> <p>recognise the range of feelings when they face certain</p>	<p>Celebrating Differences share some ways in which they are the same as their friends</p> <p>share some ways they are different from their friends</p> <p>understand how being bullied might feel</p> <p>be kind to children who are bullied</p> <p>know how it feels to make a new friend</p>	<p>Dreams and Goals identify successes and achievements</p> <p>explain how they learn best</p> <p>celebrate achievement with a partner</p> <p>identify how they feel when they are faced with a new challenge</p> <p>know how they feel when they see obstacles and how they feel when they overcome them</p>	<p>Healthy Me feel good about themselves when they make healthy choices</p> <p>know how to keep themselves safe</p> <p>know some ways to help themselves when they feel poorly</p> <p>recognise when they feel frightened and know who to ask for help</p> <p>recognise how being healthy helps them to</p>	<p>Relationships know how it feels to belong to a family and care about the people who are important to them</p> <p>know how to make a new friend</p> <p>recognise which forms of physical contact are acceptable and unacceptable to them</p> <p>know when they need help and know how to ask for it</p>	<p>Changing Me understand that changes happen as they grow and that this is OK</p> <p>know that changes are OK and that sometimes they will happen whether they want them to or not</p> <p>understand that growing up is natural and that everybody grows at different rates</p> <p>respect my body and understand which parts</p>

	consequences understand their choices in following the Learning Charter	understand the differences that make people special and unique	know how to store the feelings of success in their internal treasure chest	feel happy	know ways to praise themselves express how they feel about themselves	are private enjoy learning new things know some ways to cope with changes
Year 2	Being me in the World recognise when they feel worried and know who to ask for help help to make their class a safe and fair place work cooperatively choose to follow the Learning Charter	Celebrating Differences understand some ways in which boys and girls are similar and feel good about this understand some ways in which boys and girls are different and accept that this is OK tell you how someone who is bullied feels be kind to children who are bullied know when and how to stand up for themselves and others know how to get help if they are being bullied know how it feels to be a friend and have a friend understand how these differences make them all special and unique	Dreams and Goals identify their successes and achievements and know how this makes them feel (proud) share some of their strengths as a learner understand how working with other people can help them to learn work with other people to solve problems express how it felt to be working as part of this group know how contributing to the success of a group feels and they can store those feelings in their internal treasure chest (proud)	Healthy Me motivated to make healthy lifestyle choices tell you when a feeling is weak and when a feeling is strong feel positive about caring for their body and keeping it healthy have a healthy relationship with food and know which foods they enjoy the most have a healthy relationship with food and know which foods are most nutritious for their body express how it feels to share healthy food with their friends	Relationships accept that everyone's family is different and understand that most people value their family know which types of physical contact they like and don't like and can talk about this demonstrate how to use the positive problem solving technique to resolve conflicts with their friends know how it feels to be asked to keep a secret they do not want to keep and know who to talk to about this understand how it feels to trust someone be comfortable accepting appreciation from others	Changing Me understand there are some changes that are outside their control and can recognise how they feel about this identify people they respect who are older than them feel proud about becoming more independent share what I like/don't like about being a boy/girl confident to say what they like and don't like and can ask for help start to think about changes they will make when they are in Year 3 and know how to go about this
Year 3	Being me in the	Celebrating	Dreams and Goals	Healthy Me	Relationships	Changing Me

	<p>World value themselves and know how to make someone else feel welcome and valued</p> <p>recognise how it feels to be happy, sad or scared and be able to identify if other people are feeling these emotion</p> <p>know how to make others feel valued understand that their behaviour brings rewards/consequences</p> <p>can work cooperatively in a group</p> <p>choose to follow the Learning Charter</p>	<p>Differences appreciate their family/the people who care for them</p> <p>know how to calm themselves down and use the 'Solve it together' technique</p> <p>know some ways of helping to make someone who is bullied feel better can problem-solve a bullying situation with others</p> <p>try hard not to use hurtful words (e.g. gay, fat) can give and receive compliments and know how this feels</p>	<p>respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</p> <p>imagine how they will feel when I achieve their dream/ambition</p> <p>break down a goal into a number of steps and know how others could help them to achieve it know that they are responsible for their own learning and can use their strengths as a learner to achieve the challenge</p> <p>manage the feelings of frustration that may arise when obstacles occur</p> <p>confident in sharing their success with others and can store their feelings in their internal treasure chest</p>	<p>Set themselves a fitness challenge</p> <p>Identify how they feel towards drugs</p> <p>express how being anxious or scared feels</p> <p>take responsibility for keeping themselves and others safe at home respect their body and appreciate what it does for them</p>	<p>describe how taking some responsibility in their family makes them feel</p> <p>know how to negotiate in conflict situations to try to find a win-win solution</p> <p>know who to ask for help if they are worried or concerned show an awareness of how others actions could affect their choice</p> <p>empathise with children whose lives are different to theirs and appreciate what they may learn from them</p> <p>enjoy being part of a family and friendship groups</p>	<p>express how they feel when they see babies or baby animals</p> <p>express how they might feel if they had a new baby in my family</p> <p>recognise how they feel about these changes happening to me and know how to cope with those feelings express how they feel when my ideas are challenged and might be willing to change my ideas sometimes</p> <p>start to think about changes they will make when they are in Year 4 and know how to go about this</p>
Year 4	<p>Being me in the World know how good it feels to be included in a group and understand how it feels to be excluded</p>	<p>Celebrating Differences accept people for who they are</p> <p>question why they think what they do about other people</p>	<p>Dreams and Goals know how it feels to have hopes and dreams</p> <p>know how disappointment feels and can identify when they have felt that way</p>	<p>Healthy Me recognise when other people's actions make them feel embarrassed, hurt or inadequate and they can help myself to manage these emotions</p>	<p>Relationships know how it feels to belong to a range of different relationships and can identify what they contribute to each of them</p>	<p>Changing Me appreciate that they are a truly unique human being</p> <p>understand that having a baby is a personal choice and can express</p>

	<p>try to make people feel welcome and valued</p> <p>take on a role in a group and contribute to the overall outcome</p> <p>recognise their contribution to making a Learning Charter for the whole school</p> <p>understand how rewards and consequences motivate people's behaviour</p> <p>take on a role in a group and contribute to the overall outcome</p> <p>understand why our school community benefits from a Learning Charter and can help others to follow it</p>	<p>know how it might feel to be a witness to and a target of bullying</p> <p>problem-solve a bullying situation with others</p> <p>like and respect the unique features of their physical appearance</p> <p>explain why it is good to accept people for who they are</p>	<p>know how to cope with disappointment and how to help others cope with theirs</p> <p>know what it means to be resilient and to have a positive attitude</p> <p>enjoy being part of a group challenge</p> <p>know how to share in the success of a group and how to store this success experience in their internal treasure chest</p>	<p>be aware of how different people and groups impact on them and recognise the people they most want to be friends with</p> <p>relate to feelings of shame and guilt and know how to act assertively to resist pressure from themselves and others</p> <p>identify feelings of anxiety and fear associated with peer pressure</p> <p>tap into their inner strength and know how to be assertive</p>	<p>know how most people feel when they lose someone or something they love</p> <p>understand that we can remember people even if they no longer see them</p> <p>express their own opinion and feelings on this</p> <p>understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by</p> <p>celebrating special things about the pet can love and be loved</p>	<p>how they feel about having children when they are an adult</p> <p>have strategies to help me cope with the physical and emotional changes they will experience during puberty</p> <p>confident enough to try to make changes when they think they will benefit them</p> <p>express their fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p> <p>reflect on the changes they would like to make when they are in Year 5 and can describe how to go about this</p>
Year 5	<p>Being me in the World</p> <p>know what they value most about their school and can identify their hopes for this school year</p>	<p>Celebrating Differences</p> <p>aware of their own culture</p> <p>aware of their attitude towards people from different races</p>	<p>Dreams and Goals</p> <p>identify what they would like my life to be like when they are grown up</p> <p>appreciate the contributions made by</p>	<p>Healthy Me</p> <p>make an informed decision about whether or not they choose to smoke and know how to resist pressure</p> <p>make an informed</p>	<p>Relationships</p> <p>know how to keep building their own self-esteem</p> <p>know how to stand up for themselves and how to negotiate and</p>	<p>Changing Me</p> <p>know how to keep building their own self-esteem</p> <p>know how to stand up for themselves and how to negotiate and</p>

	<p>can empathise with people in this country whose lives are different to my own</p> <p>understand that their actions affect themselves and others</p> <p>contribute to the group and understand how they can function best as a whole</p> <p>understand why their school community benefits from a Learning Charter and can help others to follow it</p>	<p>share a range of strategies in managing their feelings in bullying situations and for problem-solving when they're part of one</p> <p>know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p> <p>appreciate the value of happiness regardless of material wealth</p> <p>respect their own and other people's cultures</p>	<p>people in different jobs</p> <p>appreciate the opportunities that learning and education are giving them and understand how this will help them to build their future</p> <p>reflect on how others dreams and goals relate to their own</p> <p>appreciate the similarities and differences in aspirations between themselves and young people in a different culture</p> <p>understand why they are motivated to make a positive contribution to supporting others</p>	<p>decision about whether or not they choose to drink alcohol and know how to resist pressure</p> <p>know how to keep themselves calm in emergencies</p> <p>reflect on their own body image and know how important it is that this is positive and they accept and respect themselves for who they are</p> <p>respect and value their body motivated to keep themselves healthy and happy</p>	<p>compromise</p> <p>understand that relationships are personal and there is no need to feel pressured into having a boyfriend/girlfriend</p> <p>recognise the feeling of jealousy, where it comes from and how to manage it</p> <p>recognise and resist pressures to use technology in ways that may be risky or may cause harm to others</p>	<p>compromise</p> <p>understand that relationships are personal and there is no need to feel pressured into having a boyfriend/girlfriend</p> <p>recognise the feeling of jealousy, where it comes from and how to manage it</p> <p>recognise and resist pressures to use technology in ways that may be risky or may cause harm to others</p>
Year 6	<p>Being me in the World</p> <p>feel welcome and valued and know how to make others feel the same</p> <p>understand their own wants and needs and compare these with children in different communities</p>	<p>Celebrating Differences</p> <p>empathise with people who are living with disabilities</p> <p>know how it can feel to be excluded or treated badly by being different in some way</p> <p>share a range of strategies in managing</p>	<p>Dreams and Goals</p> <p>understand why it is important to stretch the boundaries of their current learning</p> <p>set success criteria so that they will know whether they have reached their goal</p> <p>recognise the emotions they experience when</p>	<p>Healthy Me</p> <p>motivated to give their body the best combination of food for their physical and emotional health</p> <p>motivated to find ways to be happy and cope with life's situations without using drugs</p> <p>share how they feel</p>	<p>Relationships</p> <p>understand how it feels to have people in their life that are special to them</p> <p>can use some strategies to manage feelings associated with loss and can help other people to do so</p> <p>recognise when they</p>	<p>Changing Me</p> <p>know how to develop their own self esteem</p> <p>express how they feel about the changes that will happen to them during puberty</p> <p>reflect on how they feel about asking the questions and about the answers they</p>

	<p>understand that their actions affect themselves and others</p> <p>about other people's feelings and try to empathise with them</p> <p>contribute to the group and understand how they can function best as a whole</p> <p>understand why our school community benefits from a Learning Charter and how they can help others to follow it by modelling it themselves</p>	<p>my feelings in bullying situations and for problem solving when they're part of one</p> <p>appreciate people for who they are</p> <p>show empathy with people in either situation</p>	<p>they consider people in the world who are suffering or living in difficult situation</p> <p>empathise with people who are suffering or who are living in difficult situations</p> <p>identify why they are motivated to help others make a better world</p> <p>give praise and compliments to other people when they recognise their contributions and achievements</p>	<p>about using alcohol when they are older and their reasons for this</p> <p>know how to keep themselves safe to avoid emergencies and also how to deal with emergencies if they happen</p> <p>know how to help themselves feel emotionally healthy and can recognise when they need help with this</p> <p>use different strategies to manage stress and pressure</p>	<p>are feeling those emotions and have strategies to manage them</p> <p>demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</p> <p>take responsibility for their own safety and well-being</p>	<p>receive</p> <p>recognise how they feel when they reflect on the development and birth of a baby</p> <p>express how they feel about the growing independence of becoming a teenager and be confident that they can cope with this</p> <p>know how to prepare myself emotionally for starting secondary school</p>
Year 7	<p>Managing Change:</p> <p>Introduction to PSHE</p> <p>Getting to know people</p> <p>What is a community</p> <p>Careers and your future</p> <p>Sleep and relaxation</p> <p>Financial education</p> <p>Transition points and your life</p>	<p>Statutory Health: Puberty and Body Development</p> <p>Introduction to puberty</p> <p>Puberty girls</p> <p>Puberty boys</p> <p>Puberty – personal hygiene</p> <p>Growing up and FGM</p> <p>Assertive consent</p> <p>Self esteem</p>	<p>Statutory RSE: Friends, Respect and Relationships:</p> <p>Consent and boundaries</p> <p>Respect and relationships</p> <p>What makes a good friend</p> <p>Friendships and managing them</p> <p>Being positive</p> <p>Pressure and influence</p> <p>What does it mean to be a man today</p>	<p>Staying Safe Online and Offline</p> <p>Avoiding gangs</p> <p>Staying safe online</p> <p>Online gaming</p> <p>Drugs education – what is alcohol</p> <p>Drugs education – what is smoking</p> <p>Drugs, E-cigarettes, vaping and shisha</p> <p>Drugs education – energy drinks and caffeine</p>	<p>Politics, Parliament and Me</p> <p>Why is politics important</p> <p>How is our country run</p> <p>Creating a political party</p> <p>Elections and campaigning</p> <p>Political debates and parliament</p> <p>Exploring inside parliament</p> <p>Who is our prime minister</p>	<p>Celebrating Differences</p> <p>Multicultural Britain</p> <p>What is your identity</p> <p>Nature versus nurture</p> <p>The Equality Act 2010</p> <p>Breaking down stereotypes in school</p> <p>Prejudice and discrimination</p> <p>Challenging Islamophobia</p>
Year 8	Proud To Be Me	LGBTQ+ Explored	Law, Crime and Society	Dangerous Society	RSE: Identity -	Statutory Health -

	<p>Employability skills Proud to be me Career interests and job ideas Self esteem and the media Labour market information Exploring careers</p>	<p>Introduction to Y8 What does the term LGBT mean Homophobia in school and society Supporting those that are LGBT Challenging homophobia Transphobia Coming out</p>	<p>Desert island living Desert island living – building a community Desert island – making decision Criminals, law and society Law making in the UK Prisons, reform and punishment</p>	<p>Online and Offline County lines – what are they County lines – who is at risk Substance misuse Online safety – cyber bullying Grooming boys and girls Drugs – alcohol safety Child exploitation online protection</p>	<p>Relationships and Sex Education Introduction to relationships and sex education Healthy relationships Dealing with conflict Sexual orientation Gender identity Introduction to contraception What is love Periods and the menstrual cycle</p>	<p>Physical Health and Mental Wellbeing Health and wellbeing What is mental health Positive body images Child abuse Types of bullying Healthy eating and cholesterol Stress management – part 1</p>
<p>Year 9</p>	<p>Essential Life Skills First aid From failure to success Saving and managing money Importance of happiness Employment and financial management What is anger?</p>	<p>Statutory RSE – Sex, The Law and Consent Sexual consent and the law FGM and the law Why have sex? Delaying sexual activity Relationships and partners Pleasure and masturbation What are STIs?</p>	<p>Statutory RSE – Contraception and STIs Contraception methods available STI lesson – the big STI game How to put on a condom Sexual harassment and stalking Realities of using contraception HIV – discrimination and prejudice</p>	<p>Body Confidence What is a penis/vulva Self esteem changes HBT – bullying in all its forms Media and airbrushing Dealing with grief and loss Cancer prevention and healthy lifestyles</p>	<p>Statutory Health - Legal and illegal drugs Introduction to drugs Different types of addictions Cannabis products Drug classifications “Party drugs” – the dangerous side Exploring illegal drugs and effects</p>	<p>Combatting Extremism and Terrorism Conspiracies and extremist narratives Extremism in all its forms What is terrorism? Proud to be British Radicalisation process Counter terrorism</p>
<p>Year 10</p>	<p>Rights and Responsibilities Instagram generation Targeted advertising</p>	<p>Statutory Health - Mental Health and Wellbeing Child abuse</p>	<p>Statutory RSE – Exploring Relationships and Sex Education Campaigning against</p>	<p>Violence, Crimes and Seeking Safety Forced marriages Honour based violence</p>	<p>Exploring World Issues International organisations Brexit explored</p>	<p>Exploring British Values What is a cult? Exploring British values</p>

	<p>Rights and responsibilities</p> <p>Employment rights</p> <p>Marriage and family</p> <p>Exploring a pay check</p>	<p>Screen time & mobile use</p> <p>Mental health types</p> <p>Self-harm</p> <p>Mental health & well-being</p> <p>Suicidal thoughts & support</p> <p>Promoting health & wellbeing</p>	<p>FGM</p> <p>Porn vs real life</p> <p>Sexting nudes and dick pics</p> <p>Sexual violence</p> <p>Domestic abuse and violence</p> <p>Sexualisation and media</p>	<p>Online gambling</p> <p>Social media validation</p> <p>Modern slavery</p> <p>Preventing knife crime</p>	<p>Aid and supporting other countries</p> <p>Peace, war and conflict</p> <p>Fair trade</p> <p>Women's right & equality</p>	<p>LGBT rights</p> <p>Critical thinking& Fake news</p> <p>Exploring Human Rights</p> <p>What are Human Rights</p>
Year 11	<p>Statutory Health - Adult Health – Looking After Yourself</p> <p>Organ donation and blood donation</p> <p>Teenage pregnancy choices</p> <p>Abortion (morals, laws and thoughts)</p> <p>Parenthood</p> <p>Testicular and prostate cancer</p> <p>Cervical, breast and ovarian cancer</p> <p>Love and abuse are not the same</p>	<p>Your Future and Beyond</p> <p>Time management skills</p> <p>Dealing with exam stress and anxiety</p> <p>LGBT rights across the world</p> <p>Writing a CV</p> <p>Insta life vs real life</p> <p>Writing a personal statement</p>	<p>Statutory RSE – Sexual Health</p> <p>Peer on peer bullying</p> <p>Fertility and what impact it has</p> <p>Importance of sexual health</p> <p>Alcohol and bad choices</p> <p>Respect and relationships</p> <p>Revisiting contraception</p> <p>Revisiting STIs</p>	<p>Staying Safe</p> <p>New psychoactive substances</p> <p>War on drugs/Festivals and drugs</p> <p>Substance addiction</p> <p>Cosmetic and aesthetic</p> <p>Online reputation</p> <p>Digital footprint and the internet</p>		