

PSHE Yearly Overview – Formal Curriculum

	Wellbeing (Autumn 1) <u>(Self Help)</u>	Keeping safe (Autumn 2) <u>(In the community)</u>	Respecting myself (Spring 1) <u>(Social and interaction)</u>	Families & Friendships (Spring 2) <u>(Social and interaction)</u>	Health (Summer 1) <u>(Self Help)</u>	Ourselves growing and changing (PCRE) (Summer 2) <u>(Self Help)</u>
Foundation	<ul style="list-style-type: none"> • Exploration of activities which make them happy. (like) • Exploration of activities which make them feel sad. (dislike) • Looking in the mirror and observing different facial expressions. 	<ul style="list-style-type: none"> • Following instructions (stop/go/finish) when using kitchen equipment. • Following instructions (stop/go/finish) when on a walk. • Following instructions (stop/go/finish) when in a shop. • Following instructions (stop/go/finish) when in the park. 	<ul style="list-style-type: none"> • Recognising self in mirror. • Recognising self in images. • Requesting more and finished. • Expressing likes and dislikes. 	<ul style="list-style-type: none"> • Looking at photos of friends and family members. • Actively participating in group games. • Recognising friends within class. • Recognising family members. 	<ul style="list-style-type: none"> • Exploring different healthy/unhealthy foods (food tasting) • Hand hygiene. • Partaking in local walks/physical exercise. • Brushing teeth. 	<ul style="list-style-type: none"> • Hand hygiene. • Brushing teeth. • Recognising self.
Developing	<ul style="list-style-type: none"> • Different feelings & identifying them on self. (Happy/Sad) • Different feelings & identifying them on others (Happy/Sad). 	<ul style="list-style-type: none"> • Who helps me in school? • Asking for help. • Using crossings-road safety. 	<ul style="list-style-type: none"> • Saying no/stop/rejecting objects and people. • Sharing with others their 'favourite'. (Colour, food, toy, film etc.) 	<ul style="list-style-type: none"> • Interacting with friends (group games) • Identifying friends from a selection to choose from. • Identifying family members from a 	<ul style="list-style-type: none"> • Sorting healthy/unhealthy foods. • Taking part in high-intensity activities that will raise their heart rate. 	<ul style="list-style-type: none"> • Appropriate greetings. • Hygiene • Life cycles (baby, child, youth, adult, old age). • Identifying boys/girls.

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	<ul style="list-style-type: none"> Identifying reasons why someone may feel sad. Identifying reasons why someone may feel happy. 	<ul style="list-style-type: none"> People who help us (police, doctor, dentist.) 	<ul style="list-style-type: none"> Choosing a friend to share a message/toy with. 	<p>selection to choose from.</p> <ul style="list-style-type: none"> Sharing with friends. Sorting between family and friends. 	<ul style="list-style-type: none"> The role of a doctor/nurse/dentist 	<ul style="list-style-type: none"> Body parts Looking after a baby.
<p>Assured (KS1 objectives)</p>	<ul style="list-style-type: none"> Different feelings. (Happy/sad/ Angry/Worried) How feelings affect bodies and how we behaviour. How to recognise what others are feeling. Things that make people feel good. Ways to manage emotions. How to ask for help with feelings. How change makes you feel. Loss/death and the impact on emotions. Likes/dislikes. (Challenging gender stereotypes.) 	<ul style="list-style-type: none"> Rules and age restrictions to keep us safe. 'What might happen' How to keep safe at home. Household products that are unsafe (medicines) How to keep safe in the community (shopping centres, parks, swimming pools, on the street). Road safety. Safety online. What to do if I see something scary. What to do in an emergency. 	<ul style="list-style-type: none"> Recognising ways we are all unique and special. Words and actions can hurt a person. Bullying. Safety online. What to do if they are being bullied online. Appropriate greetings (friends and family). Appropriate touch (friends, family) Peer pressure. How to respond to physical contact if it makes them feel uncomfortable. When it is ok to keep a secret. 	<ul style="list-style-type: none"> Roles of different relatives. Identify people who love and care for them and what they do to help them feel cared for. Different types families. Common features in families. Solving disputes between friends. What to do if a friendship is making them feel unhappy. Differences between people (job roles & gender stereotypes, disabilities) 	<ul style="list-style-type: none"> Importance of physical activity. Importance of sleep. Hygiene and germs- different ways we keep clean. Dental care and the correct foods and drinks to support. Staying safe in the sun. Balanced lifestyles (taking a break from screen time.) 	<ul style="list-style-type: none"> Private body parts. (including mouth) Appropriate touch and greetings: touching others and others touching you. Identifying the differences between boys and girls. Understanding that it is ok for girls and boys to like the same thing. Public and private places. Life cycles.
<p>Contextualised Year 4 + (KS2 objectives)</p>	<ul style="list-style-type: none"> Strategies and behaviours to support mental health. Strategies to respond to feelings. Recognising warning signs about mental health and wellbeing. Who to turn to for support. 	<ul style="list-style-type: none"> Predicting risks. Importance of taking medicines correctly. Safety in the local environment e.g. rail/road/water safety. Firework safety. Keeping personal information private. 	<ul style="list-style-type: none"> Personal identity- ethnicity, family, ender, culture, hobbies, likes dislikes. Individual and personal qualities. Personal strengths. Setbacks/failures and how to deal with them. 	<ul style="list-style-type: none"> Different types of relationships (friendships, family relationships, romantic relationships, online relationships.) Marriage and civil partnership. 	<ul style="list-style-type: none"> Positive and negative effects on healthy lifestyles. Recognising signs of physical illness. Healthy diet and the risks of not eating a healthy diet. Physical health and risks behind not being active. 	<ul style="list-style-type: none"> Internal organs in males and females and how to the races of puberty. Menstrual cycles/wet dreams/erections. Hygiene changes over puberty. Appropriate touch; touching yourself (parts of

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		<ul style="list-style-type: none"> • What to do in an emergency situation. • Healthy and unhealthy habits (alcohol/smoking.) 	<ul style="list-style-type: none"> • Impact of bullying and the consequences of hurtful behaviour. • Privacy and personal boundaries (what is appropriate in friendship and wider relationships). • Appropriate greetings (strangers). • Appropriate touch (friends, family, strangers) and saying no. • Wanted and unwanted physical contact. • Seeking permission. 	<ul style="list-style-type: none"> • Different family structures (single parents, same sex parents, step parents etc.) • What to do if a family relationship is causing sadness/worry. • 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. 	<ul style="list-style-type: none"> • Importance of sleep and risks behind not sleeping. • 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. 	<p>body and where is appropriate)</p> <ul style="list-style-type: none"> • Understanding why you can touch certain body parts in private. • Understanding that we need a male and female to reproduce. • Public and private places and actions. • Human life cycles & end of life.
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