



# PSHE Curriculum Overview 2023- 2024

| Nursery           | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|-------------------|---|---|--|---|---|--|
| <b>PSED focus</b> | <b>Community – settling into school routines</b>  | <b>Identity – All about Me</b>  | <b>Relationships</b>   | <b>Health</b>   | <b>Risk</b>   | <b>Independence</b>  |
|                   | <ul style="list-style-type: none"> <li>Find ways of managing transitions, for example from their parent to their key person.</li> <li>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available</li> <li>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> </ul> | <ul style="list-style-type: none"> <li>Name their body parts and identify which parts are private</li> <li>Describe themselves using simple, positive adjectives</li> <li>Expresses own preferences and interests</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Has a sense of own immediate family and relations</li> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> </ul> | <ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community (e.g. collecting snack for friends and tidying up after themselves)</li> <li>Shows affection and concern for people who are special to them</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> </ul> | <ul style="list-style-type: none"> <li>Observes the effects of activity on their bodies.</li> <li>Identify those who help us to maintain our health e.g. doctor, dentist.</li> <li>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</li> <li>Show simple understanding of healthy and unhealthy foods</li> </ul> <p>Show understanding linked to healthy behaviours e.g. washing hands, brushing teeth.</p> | <ul style="list-style-type: none"> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting</li> <li>Show understanding of people who help us in different emergency situations</li> <li>Identify trusted adults in the school setting.</li> </ul> | <ul style="list-style-type: none"> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>Learn to use the toilet independently.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts</li> </ul> |



# PSHE Curriculum Overview 2023- 2024

| Reception          | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|--------------------|--|--|---|--|--|---|
| <b>PSED focus:</b> | <b>Community – settling into school routines</b>   | <b>Identity – All about Me</b>   | <b>Relationships</b>  | <b>Health</b>  | <b>Risks</b>   | <b>Independence</b>   |
|                    | <ul style="list-style-type: none"> <li>Class and school wide rules and expectations</li> <li>Making new friends</li> <li>Sharing with others</li> <li>Think about the perspectives of others.</li> <li>Belonging within the school – attending assembly and interacting with other year groups</li> <li>The 5Cs</li> <li>Build constructive and respectful relationships.</li> </ul> | <ul style="list-style-type: none"> <li>Use relevant adjectives to describe themselves (inc names for hair and eye colours)</li> <li>Name the different parts of their body and understand that some body parts are private.</li> <li>See themselves as a valuable individual</li> <li>Describe their family and talk about family traditions, special memories.</li> <li>Understand that families look different and explore different types of families.</li> <li>Understand that they are unique, and be able to identify what makes them special</li> <li>Celebrate and share their achievements with others</li> </ul> | <ul style="list-style-type: none"> <li>Play cooperatively and engage in conversation</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Learn to solve minor disagreements</li> <li>Understand that there are different types of families, and what should constitute a health, positive family (e.g. love, safety, respect)</li> <li>Recognise and express a broad range of emotions</li> <li>Children recognise unacceptable behaviours such as bullying</li> <li>They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</li> </ul> | <ul style="list-style-type: none"> <li>Children can sort healthy and unhealthy foods and know some reasons food is/is not healthy</li> <li>Children understand the benefits and importance of sleep</li> <li>Children know how to and how often to brush their teeth</li> <li>Children manage their own basic hygiene and personal needs successfully</li> <li>They have a basic understanding of germs and dispose of tissues in the bin.</li> <li>Children know about the health benefits of exercise</li> <li>Children have simple strategies for helping soothe themselves if they feel sad</li> </ul> | <ul style="list-style-type: none"> <li>Identify people who help us in different situations and how to ask for help</li> <li>Demonstrate an understanding of permission and that they have the right to give permission</li> <li>Understand that rules in school and at home help to keep them safe</li> <li>Manage simple risks e.g. walking with scissors, running in the playground</li> <li>Children are confident to challenge themselves and take risks with the support of an adult</li> <li>Know how to manage simple risks linked to road safety and sun safety</li> </ul> | <ul style="list-style-type: none"> <li>Children can set simple goals and track their progress<br/>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>Show confidence to ask for help when needed</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> </ul> |



# PSHE Curriculum Overview 2023- 2024

| Autumn 1   |  |  |  |   |   |
|--|--|--|--|---|---|
| Year 1   | Year 2   | Year 3   | Year 4   | Year 5  | Year 6  |
| Community  | Community  | Community  | Community  | Community and Society   | Community and Society   |
| <p>To understand the meaning of the term 'community' and identify features of a school community</p> <p>To name and explain each of the 5C's</p> <p>To discuss 'belonging' and identify and discuss the communities they belong to.</p> <p>To consider who in our community can help us at different times</p> <p>To recognise and discuss right/wrong behaviours</p> <p>To understand how choices they make at school affect the school community</p> | <p>To explain what makes their school a community and how they can support new members of the community</p> <p>To recognise role models and authority figures within our school community and consider what qualities would make a good student council representative.</p> <p>To offer kind and constructive feedback to others</p> <p>To identify and discuss different communities</p> <p>Identify and discuss how our behaviours can affect the rest of the school community</p> <p>To identify and consider different strategies to improve our school community.</p> | <p>Consider their role in the school community and how it may change now they are in KS2.</p> <p>To create a set of values that they feel represents their class community.</p> <p>To discuss role models and authority figures within their own and other communities</p> <p>To research and discuss a topical issue in their school community</p> <p>To research how the school Harvest festival supports the local community and help to raise awareness of it</p> <p>To consider the position of the school within the local community</p> | <p>To explore how we behave in different community contexts and our rights within the community</p> <p>To discuss the UN Convention on the rights of the child (UNCRC) and understand that all children have these human rights.</p> <p>To consider and discuss who holds the power within communities</p> <p>To listen to and respect the viewpoints of others</p> <p>To consider why we need rules and laws in our school and national communities</p> <p>To consider how our local community fits into the broader national community</p> | <p>To understand how their own personal and local communities fit into the global community, and the values of our national community (British Value)</p> <p>To understand why rules and laws are made</p> <p>To consider how British values and laws help to protect our rights</p> <p>Work co-operatively as a group to design their own 'bill'</p> <p>To present and vote on their bills becoming a law</p> <p>To consider career aspirations and how different careers contribute to broader society.</p> | <p>To understand their changing personal responsibilities within the school, community and to themselves.</p> <p>To consider and discuss diversity within British society (linked to Protected Characteristics)</p> <p>To discuss the differences between equality and equity, and consider how we can make our community and society more inclusive. (link to Protected characteristics)</p> <p>To consider how individuals can play a role in UK democracy</p> <p>To consider their career aspirations, their pathways and what they can do now to work towards their goals.</p> <p>To consider how they can take responsibility to promote change in themselves, and their communities (local/national/global)</p> |



# PSHE Curriculum Overview 2023- 2024

| Autumn 2  |   |   |   |   |   |
|---|---|---|---|---|---|
| Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
| Identity  | Identity  | Identity  | Identity  | Identity  | Identity  |
| <p>To describe themselves and recognise their strengths</p> <p>To name their different body parts and understand that some parts of their body are private.</p> <p>To understand the importance of not judging others by their appearance</p> <p>To compare similarities and differences between themselves and others</p> <p>To discuss their dreams and aspirations</p> <p>To consider how to treat those who are different to us</p> | <p>To identify their strengths and weaknesses and set a target for improvement</p> <p>To consider different influences on identity</p> <p>To learn about stereotypes and how these can have a negative impact</p> <p>To know when and how to stand up for themselves</p> <p>To explore the meaning of 'pride' and identify things about themselves they are proud of</p> <p>To reflect on their learning and progress towards their personal goal</p> | <p>To consider that multiple aspects form our identity, and which can/cannot be chosen</p> <p>To understand the benefits and importance of being true to yourself</p> <p>To respect the identity of others, and recognise benefits of diversity</p> <p>To recognise the importance of active listening</p> <p>To understand how to see things from other points of view</p> <p>To understand that things are not always 'black and white'</p> | <p>To explore visible and invisible parts of their identity</p> <p>To develop the confidence to share our identity with others</p> <p>To understand the importance of self-esteem, and review strategies to develop self-esteem</p> <p>To develop strategies for being resilient</p> <p>To consider ways to relax when we feel intense emotions</p> <p>To celebrate our identities and achievements</p> | <p>To explore 'British Identity'</p> <p>To understand that differences and similarities between people arise from several factors</p> <p>To evaluate images in the media, and consider their impact</p> <p>To explore 'online identity'</p> <p>To understand about change and loss and the associated feelings (inc. moving home, parent separation/divorce, and bereavement).</p> <p>To reflect on how to be resilient when our identity is challenged</p> | <p>To reflect on their own identity and values</p> <p>To acknowledge and be respectful regarding the differences of others, including gender identity</p> <p>To challenge biases and stereotypes</p> <p>To understand how our online reputations can impact our real life</p> <p>To express ourselves whilst respecting others</p> <p>To reflect on their changing identity</p> |



# PSHE Curriculum Overview 2023- 2024

| Spring 1  |   |  |  |  |  |
|---|---|--|--|--|--|
| Year 1  | Year 2  | Year 3   | Year 4   | Year 5   | Year 6   |
| Relationships   | Relationships   | Relationships  | Relationships  | Relationships  | Relationships  |
| <p>To define the term 'relationship' and consider different types of relationships</p> <p>To discuss different types of families and compare their similarities/differences</p> <p>To discuss what makes a good relationship between team-mates and work as a team</p> <p>To consider how to solve a simple disagreement</p> <p>To share my opinion with others and respect the opinion of others</p> <p>To discuss different emotions and how they are expressed</p> | <p>To discuss different types of bullying and consider their implications</p> <p>To consider different strategies for dealing with bullying</p> <p>To understand the difference between a secret and a surprise</p> <p>To judge what kind of physical contact is acceptable and unacceptable</p> <p>To recognise if someone feels lonely and what to do</p> <p>To positively communicate emotions to others</p> | <p>To compare different types of relationships</p> <p>To work collaboratively as a group towards a goal</p> <p>To learn to negotiate to solve problems and disputes</p> <p>To give and accept constructive feedback</p> <p>To understand how their actions can affect other people</p> <p>To judge what types of physical contact are acceptable/unacceptable and how to respond</p> | <p>To discuss how to maintain positive relationships</p> <p>To understand when it is appropriate to keep secrets and when to break them</p> <p>To listen to a range of views and challenge different viewpoints</p> <p>To share their own opinions, and receive and respond to feedback</p> <p>To consider similarities and differences between individuals</p> <p>To recognise how to support others who may feel lonely or excluded.</p> | <p>To understand what skills are necessary to maintain a healthy, positive relationship</p> <p>To understand how online relationships may differ to real-life relationships</p> <p>To listen to the views of others, challenge them and to express and defend their own views</p> <p>To understand how to be sensitive and respectful of the differences between people</p> <p>To understand what 'peer-pressure' is and strategies to resist it</p> | <p>To understand different situations that can put pressure on relationships, and how to cope with them</p> <p>To be sensitive to and respect the differences between individuals and understand the types of discrimination they may face.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours</p> <p>To resolve differences by looking at alternatives, seeing &amp; respecting others' points of view, making decisions and explaining choices.</p> <p>To learn to cope with dares, judge when they get out of hand and know how to respond</p> <p>To consider the reasons relationships may change and strategies to cope with this</p> |



# PSHE Curriculum Overview 2023- 2024

| Spring 2  |   |   |  |   |   |
|---|---|---|--|---|---|
| Year 1  | Year 2  | Year 3  | Year 4   | Year 5  | Year 6  |
| Health  | Health  | Health  | Health   | Health  | Health  |
| <p>To understand what makes food healthy/unhealthy and make healthy choices</p> <p>To recognise the components of a healthy lifestyle</p> <p>To understand the concept and importance of emotional health</p> <p>Make choices to improve emotional health, and recognise that choices have consequences</p> <p>To show awareness about things we should and should not put into or onto our bodies</p> <p>To set simple goals to improve their physical and emotional wellbeing</p> | <p>To understand the different components of a healthy lifestyle</p> <p>To understand which food groups contribute to a balanced diet.</p> <p>Understand the concept of personal hygiene and how to maintain it</p> <p>To begin to understand how diseases are spread</p> <p>To understand how needs change as we grow from young to old.</p> <p>To understand about the use of medicine and how to use it safely</p> | <p>To explore how to maintain a healthy lifestyle</p> <p>To recognise people who are responsible for helping them stay healthy and safe and ways that they can help these people.</p> <p>To understand that hand hygiene can help to stop and slow the spread of bacteria and germs.</p> <p>To consider strategies for improving their emotional/mental wellbeing</p> <p>To recognise opportunities to make choices about food and the benefits of eating a balanced diet</p> <p>To discuss how they can take responsibility for improving their own health</p> | <p>To identify and consider the components of a balanced lifestyle</p> <p>To recognise positive/negative influences on physical, mental and emotional health</p> <p>To understand that influences on physical, mental and emotional health can influence individuals to different extents</p> <p>To understand how a positive/negative influence on one aspect of health can be linked to another</p> <p>To understand simple food hygiene when eating and preparing food</p> <p>To consider that all people can be healthy and active</p> | <p>To understand health is not always linked to appearance</p> <p>To learn about some of the physical changes that happen to the body during puberty</p> <p>To be aware of and know how to manage periods (girls) and erections/wet dreams (boys)</p> <p>To understand how to manage their personal hygiene as they enter puberty</p> <p>To understand how puberty can affect their feelings and emotions</p> <p>To understand the importance of good sleep routines.</p> | <p>To understand what it means to 'diet' and its consequences</p> <p>To consider and respond to different scenarios that may affect them during puberty</p> <p>To explore how vaccines and immunisations can prevent some diseases.</p> <p>To consider the impact difference life events have on our health</p> <p>To consider and develop strategies to cope with academic stress</p> <p>To show awareness and understanding of a wide range of strategies to deal with stressful life events.</p> |



# PSHE Curriculum Overview 2023- 2024

| Summer 1   |   |  |   |  |  |
|--|---|--|---|--|--|
| Year 1   | Year 2  | Year 3   | Year 4  | Year 5   | Year 6   |
| Risk   | Risk  | Risk   | Risk  | Risk   | Risk   |
| <p>To recognise dangers in the home and how to keep safe</p> <p>To identify who can help us in different situations</p> <p>To understand basic rules about how to stay safe online</p> <p>To know how to keep safe in the sun</p> <p>To recognise signs that a situation might be 'risky' or dangerous</p> <p>To understand how they play a role in keeping themselves and others safe</p> | <p>To recognise how our senses can help us to stay safe and healthy</p> <p>To understand how to judge what is and what is not safe to put into our bodies</p> <p>To identify different hazards around the school</p> <p>To understand the difference between good and bad secrets</p> <p>To understand our feelings can change our behaviours, and strategies to manage overwhelming feelings</p> <p>To identify how they can take responsibility for keeping themselves safe</p> | <p>To understand the difference between a 'risk,' 'danger' and 'hazard.'</p> <p>To be able to balance up the risk and benefits of different situations</p> <p>To understand that risk can come from a variety of places, including people they know</p> <p>To identify online risks and consider how to manage them</p> <p>To learn how to manage and treat bites and stings (First Aid)</p> <p>To understand how to identify hazards and cross a road safely.</p> | <p>To recognise and differentiate between positive and negative risks</p> <p>To identify and discuss different strategies for dealing with failure</p> <p>To recognise and manage dares</p> <p>To understand how to stay safe when cycling</p> <p>Identify an asthma attack and know how to respond (first aid)</p> <p>To consider how their own actions can help others to stay safe</p> | <p>To understand which, why and how, commonly available substances can pose a risk to current health and future health and safety</p> <p>To develop strategies for resisting the pressure to use commonly available substances</p> <p>To understand how to respond when someone is injured and bleeding (First Aid)</p> <p>To understand how to respond when someone is choking (First Aid)</p> <p>To understand how the media can affect our body image</p> <p>To understand the risks of sharing personal information on social media.</p> | <p>I understand how different drugs, both legal and illegal, can affect health</p> <p>To understand what it means to have a 'habit', why they can be hard to challenge, and strategies to break habits</p> <p>To consider the risks related to gambling</p> <p>To understand the possible risks of staying out of the house later in the evening</p> <p>To identify risks and risky behaviour out and about in the local environment</p> <p>To know and understand the consequences of anti-social behaviour</p> |



# PSHE Curriculum Overview 2023- 2024

| Summer 2  |   |   |   |   |   |
|---|---|---|---|---|---|
| Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
| <b>Making Sense of Money</b>  | <b>Making Sense of Money</b>  | <b>Making Sense of Money</b>  | <b>Making Sense of Money</b>  | <b>Making Sense of Money</b>  | <b>Secondary transition</b>   |
| <p>To recognise different jobs/chores in the home</p> <p>To understand the difference between needs and wants</p> <p>To learn about different places money can come from</p> <p>To think about the feelings involved when we lose money</p> <p>To identify different ways to keep money safe</p> <p>To understand what it means to save money</p> | <p>To understand how people with different jobs get money</p> <p>To prioritise different needs and wants.</p> <p>To understand what value means in the context of money</p> <p>To understand different methods of paying for things</p> <p>To consider what options are available if money is lost or found</p> <p>To make and explain moral decisions around lost or found money and personal items.</p> | <p>To describe why they might want to save money and how it can make them feel</p> <p>To understand what it means to be 'enterprising' and consider different ways children can make money</p> <p>To learn a strategy for keeping track of money</p> <p>To consider how to spend within a budget</p> <p>To consider the benefits and risks of borrowing and lending</p> <p>To identify reliable and unreliable sources of money</p> | <p>To understand that bills are paid to provide energy in the home</p> <p>To recognise ways that energy is used and wasted in the home</p> <p>To learn about and consider how much it costs to raise a child</p> <p>To consider why people chose to do different jobs</p> <p>To identify different ways of supporting charities</p> <p>To consider priorities when spending within a budget</p> | <p>To understand the difference between a credit card and a debit card</p> <p>To explore ways people borrow money and the debt this can create</p> <p>To consider what affects people's choices about how they spend their money</p> <p>To consider how our spending choices can impact people around the world (Fairtrade)</p> <p>To understand how shops influence us to 'impulse buy'</p> <p>To understand some ways of keeping their money safe when using the internet</p> | <p>To reflect on their achievements in primary school and how they accomplished these</p> <p>To identify common worries about moving schools and strategies to cope</p> <p>I know what to expect from my new secondary school</p> <p>To identify their own worries about moving to secondary school and support their peers</p> <p>To reflect on how friendships may change as they move to secondary school</p> <p>To feel positive about their transition to secondary school</p> |