

PSHE CURRICULUM OVERVIEW 2020-21

Y1/2	AUTUMN	SPRING	SUMMER
TOPIC	<p>1. HEALTHY LIFESTYLES 2. RELATIONSHIPS</p>	<p>1. STAYING SAFE/ONLINE SAFETY 2. EMOTIONS</p>	<p>1. EXPLORING FRIENDSHIP AND TRUST (RSE) 2. ENVIRONMENT</p>
VALUES	RESPECT, COOPERATION, MORALITY	ADAPTABILITY, RESILIENCE, ENQUIRY	THOUGHTFULNESS, COMMUNICATION, RESPECT
RRS Article	<p>Article 24 - the right to good quality healthcare, clean water, nutritious food and a clean environment so that they can stay healthy. Article 15 – children have the right to meet together and join groups Article 31 – children have the right to relax and play</p>	<p>Article 17 – children have the right to reliable information from the mass media Article 13 – children have the right to get and to share information, as long as the information is not damaging to them or others.</p>	<p>Article 16 – children have the right to privacy Article 24 – children have the right to a clean environment Article 27 – children have a right to a standard of living good enough to meet their mental and physical needs.</p>
Pupils will learn...	<p>Healthy Lifestyles Can I recognise the mental and physical benefits of an active lifestyle? Can I recognise what constitutes a healthy diet? Can I talk about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage? Can I talk about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist?</p> <p>Relationships Can I say what makes a good friend? Can I know that families are important for children growing up because they can give love, security and stability? Can I pick out the characteristics of healthy family life?</p>	<p>Staying safe Can I say what the benefits are of the internet? Can I verbalise why social media, some computer games and online gaming, for example, are age restricted? Can I think about what sorts of boundaries are appropriate in friendships? Can I demonstrate I understand the concept of privacy including that it is not always right to keep secrets if they relate to being safe? Can I say that my body belongs to me? Can I say who is a safe person and who is a stranger? Can I say where I should go to if I lost or in danger? Can I say when we would need to ring 999?</p> <p>Emotions Can I say what a feeling is? Can I say what helps me with my mental and physical wellbeing? Can I communicate that there is a normal range of emotions e.g. happy and sad and what makes me feel these things?</p>	<p>Friendship and trust Can I recognise the characteristics of a good friendship? Can I take practical steps to make friends? Can I explore how to take turns and follow rules? Can I share items? Can I begin to demonstrate ways of resolving conflict? Can I use manners?</p> <p>Citizenship Can I explore who belongs to our home and school community? Can I recognise what is fair and unfair, right and wrong? Can I explain what a rule is and why we have them? Can I come up with some rules for our classroom and agree to follow them? Can I explain why we should look after our environment at school and home and how we can do this? Can I explore what to do with rubbish?</p>
KEY DATES	<p>Jeans for Genes – 14th September Healthy Eating Week – 28th September World Smile Day – 2nd October World Mental Health Day – 10th October Anti-Bullying Week – 16th November</p>	<p>Safer Internet Day – February 9th</p>	<p>Earth Day – 22nd April Local and Community history month – May Save lives, clean your hands day – 5th May Christina Aid Week – wc 10th May</p>

Y3/4	AUTUMN	SPRING	SUMMER
TOPIC	<ol style="list-style-type: none"> HEALTHY LIFESTYLES RELATIONSHIPS 	<ol style="list-style-type: none"> STAYING SAFE EMOTIONS 	<ol style="list-style-type: none"> EXPLORING FRIENDSHIP AND TRUST (RSE) CITIZENSHIP
VALUES	RESPECT, COOPERATION, MORALITY	ADAPTABILITY, RESILIENCE, THOUGHTFULNESS	ENQUIRY, COMMUNICATION, RESPECT
RRS Article	<p>Article 24 - the right to good quality healthcare, clean water, nutritious food and a clean environment so that they can stay healthy.</p> <p>Article 15 – children have the right to meet together and join groups</p> <p>Article 31 – children have the right to relax and play</p>	<p>Article 17 – children have the right to reliable information from the mass media</p> <p>Article 13 – children have the right to get and to share information, as long as the information is not damaging to them or others.</p> <p>Article 27 - Children have a right to a standard of living that is good enough to meet their physical and mental needs.</p>	<p>Article 16 – children have the right to privacy</p> <p>Article 24 – children have the right to a clean environment</p> <p>Article 27 – children have a right to a standard of living good enough to meet their mental and physical needs.</p>
Pupils will learn...	<p><u>Healthy lifestyles</u></p> <p>Can I describe the characteristics of a healthy lifestyle?</p> <p>Can I talk about the importance of building regular exercise into daily and weekly routines and how to achieve this?</p> <p>Can I investigate the principles of planning and preparing a range of healthy meals?</p> <p>Can I explore aspects of personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing?</p> <p><u>Relationships</u></p> <p>Can I share qualities of a good friend?</p> <p>Can I describe what bullying means and how it makes people feel?</p> <p>Can I identify that others' families are characterised by love and care?</p> <p>Can I recognise that families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences?</p> <p>Can I describe what makes a happy family?</p> <p>Can I explain why families are important?</p>	<p><u>Staying safe</u></p> <p>Can I recognise rules for, and ways of keeping safe, including basic road safety?</p> <p>Can I communicate the benefits of rationing time spent online and the risks of excessive time spent on electronic devices?</p> <p>Can I explore the impact of positive and negative content online on their own and others' mental and physical wellbeing?</p> <p>Can I communicate the importance of keeping personal information private?</p> <p>Can I recognise and report feelings of being unsafe or feeling bad about any adult?</p> <p>Can I explain when to call 999?</p> <p><u>Emotions</u></p> <p>Can I answer the question, what is mental health?</p> <p>Can I recognise that mental health is just as important as physical health?</p> <p>Can I recognise that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness?)</p> <p>Can I recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others' feelings?</p> <p>Can I explore where and how to seek support for my mental health and ability to control my emotions?</p>	<p><u>Friendship and Trust</u></p> <p>Can I explore the benefits and characteristics of a healthy friendship?</p> <p>Can describe ways in which to resolve conflicts in relationships in a healthy manner?</p> <p>Can I recognise who to trust and not trust and judge when a friendship or relationship is making me unhappy or uncomfortable and what this may look like?</p> <p>Can I describe what respect means and how we can respect others?</p> <p>Can I explore online friendships and how some people may not be who they say they are?</p> <p>Can I explore the risks associated with making friendships online>?</p> <p><u>Citizenship</u></p> <p>Can I research topical issues and debate what is fair and unfair, right and wrong and express their opinion on the topic?</p> <p>Can I describe different groups and communities that I belong to?</p> <p>Can I say what I love about the world in which they live and describe how they would feel if these things disappeared?</p> <p>Can I describe what improves and harms our local,</p>

			natural and built environments and about some of the ways people look after them? Can I research, discuss and debate topical issues?
KEY DATES	Jeans for Genes – 14 th September Healthy Eating Week – 28 th September World Smile Day – 2 nd October World Mental Health Day – 10 th October Anti-Bullying Week – 16 th November	Safer Internet Day – February 9 th	Earth Day – 22 nd April Local and Community history month – May Save lives, clean your hands day – 5 th May Christina Aid Week – wc 10 th May

5/6	AUTUMN	SPRING	SUMMER
TOPIC	<ol style="list-style-type: none"> HEALTHY LIFESTYLES RELATIONSHIPS 	<ol style="list-style-type: none"> STAYING SAFE EMOTIONS 	<ol style="list-style-type: none"> EXPLORING FRIENDSHIP AND TRUST (RSE) CITIZENSHIP
VALUES	RESPECT, COOPERATION, MORALITY	ADAPTABILITY, RESILIENCE, THOUGHTFULNESS	ENQUIRY, COMMUNICATION, RESPECT
RRS Article	Article 24 - the right to good quality healthcare, clean water, nutritious food and a clean environment so that they can stay healthy. Article 15 – children have the right to meet together and join groups Article 31 – children have the right to relax and play	Article 17 – children have the right to reliable information from the mass media Article 13 – children have the right to get and to share information, as long as the information is not damaging to them or others.	Article 16 – children have the right to privacy Article 24 – children have the right to a clean environment Article 27 – children have a right to a standard of living good enough to meet their mental and physical needs.
Pupils will learn...	<p>Healthy Lifestyles</p> <p>Can I explore the risks associated with an inactive lifestyle (including obesity?) Can I explore the risks associated with a poor diet and unhealthy eating, including obesity and tooth decay? Can I understand the importance of sleep on our health and how lack of sleep can affect us? Can I begin to understand the impact of alcohol and smoking on our health? Can I identify how and when to seek support including which adults to speak to in school if they are worried about my health? Can I think about how to recognise early signs of physical illness, such as weight loss, or</p>	<p>Staying safe</p> <p>Can I identify ways of responding safely and appropriate to people I don't know including online? Can I consider the effect of their online actions on others and know how to recognise and display respectful behaviour online? Can I understand that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health? Can I explore where and how to report concerns and get support with issues online? Can I explain how to make a clear an efficient call to the emergency services?</p> <p>Emotions</p> <p>Can I explore how mental wellbeing is a normal part of daily life,</p>	<p>Friendship and Trust</p> <p>Can I explain the importance e of self-respect and respecting others? Can I explain what stereotyping means and how in school and the wider world, we should treat everyone with respect? Can I explore the different types of bullying, the impact of bullying, responsibility of bystanders and how to seek support? Can I understand the importance of giving and seeking permission in relationships? Can I recall the key facts about puberty and the adolescent body, including Physical and emotional changes during puberty? Can I recall the key facts of the menstrual cycle?</p>

	<p>unexplained changes to the body? Can I explore what allergies are and the importance of immunisation and vaccination?</p> <p>Relationships Can I explain how to develop positive friendships? Can I explain the nature of bullying and how it makes people feel? Can I explore moral choices in relation to bullying and friendships? Can I discuss relationships that involve love? Can I discuss what marriage is? Can I understand that marriage represents a formal and legally recognised commitment of two people to each other? Can I identify if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed?</p>	<p>in the same way as physical health? Can I recognise that there is a normal range of emotions that come with different experiences and how to communicate these? Can I judge whether what they are feeling and how they are behaving is appropriate and proportionate? Can I recognise the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness? Can I plan some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests? Can I understand that people experience mental ill health and how to access support for this?</p>	<p>Citizenship Can I identify different jobs that exist within a community? Can I recognise that money comes from different sources and can be used for different purposes? Can I engage in a project to take responsibility for something in my school community? Can I explain the term democracy and participate in a vote? Can I explain the importance of looking after our environment? Can I explore the things that harm our environment and how we can mitigate these risks?</p>
<p><u>KEY DATES</u></p>	<p>Jeans for Genes – 14th September Healthy Eating Week – 28th September World Smile Day – 2nd October World Mental Health Day – 10th October Anti-Bullying Week – 16th November</p>	<p>Safer Internet Day – February 9th</p>	<p>Earth Day – 22nd April Local and Community history month – May Save lives, clean your hands day – 5th May Christina Aid Week – wc 10th May</p>