



AUTUMN 1							AUTUMN 2					
2021-2022	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Reception	<ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 						<ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 					
Year 1	What is the same and different about us? What they like/dislike and are good at	What makes them special and how everyone has different strengths	How their personal features or qualities are unique to them	How they are similar or different to others, what do they have in common	Use correct names for the main body parts including external genitalia; and that parts of the body covered with underwear are private		Who is special to us? The family is one of the groups they belong to, as well as, for example school, friends, clubs	About the different people in their family / those that love and care for them	What their family members, or people that are special to them, do to make them feel loved and cared for	How families are all different but share common values – what is the same and different about them	About different features of family life, including what families do / enjoy together	That it is important to tell someone (such as their teachers) if something about their family makes them feel unhappy or worried
Year 2	What makes a good friend? How to make friends with others?	How to recognise when they feel lonely and what they could do about it?	How people behave when they are being friendly and what makes a good friend?	How to resolve arguments that occur in friendships	How to ask for help if a friendship is making them unhappy?		What is bullying? How words and actions can affect how people feel	How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe	Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable	How to respond if this happens in different situations	How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so	
Year 3	How can we be a good friend? How friendships support well-being and the importance of seeking support if feeling lonely or excluded	How to recognise if others are feeling lonely and excluded and strategies to include them	How to build good friendships, including identifying qualities that contribute to positive friendships	That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences	How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support	What keeps us safe? How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe	How to help keep their body protected and safe eg wearing a seatbelt, protective clothing and stabilisers	That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable	How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)	How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma and other household products responsibly)	How to react and respond if there is an accident and how to deal with minor injuries eg scratches, grazes, burns	What to do in an emergency, including calling for help and speaking to the emergency services
Year 4	What strengths, skills and interests do we have? How to recognise personal qualities and individuality	To develop self-worth by identifying positive things about themselves and their achievements	How their personal attributes, strengths, skills and interests contribute to their self-esteem	How to set goals for themselves	How to manage when there are setbacks, learn from mistakes and reframe unhelpful thinking	How do we treat each other with respect? How people's behaviour affects themselves and others, including online	how to model being polite and courteous in different situations and how to recognise the respectful behaviour they should receive in return	About the relationship between rights and responsibilities	About the right to privacy and to how to recognise when a confidence or secret should be kept (such as a nice birthday surprise that everyone will find out about) or not agreed to and when to	That rights that children have and why it is important to protect these	That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination	How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns



									tell (eg if someone is being upset or hurt)			
Year 5	<p>What makes up our identity?</p> <p>How to recognise and respect similarities and differences between people and what they have in common with others</p>	<p>That there are a range of factors that contribute to a person's identity (eg ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</p>	<p>How individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people that doesn't correspond with their biological sex)</p>	<p>About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</p>	<p>How to challenge stereotypes and assumptions about others</p>		<p>What decisions can people make with money?</p> <p>How people make decisions about spending money and saving money and what influences them</p>	<p>How to keep track of money so people know how much they have to spend or save</p>	<p>How people make choice about ways of paying for things they want and need (eg from current accounts/savings; store card/credit cards; loans</p>	<p>How to recognise what makes something 'value for money' and what this means to them</p>	<p>That there are risks associated with money (it can be won, lost, or stolen) and how money can affect people's feelings and emotions</p>	
Year 6	<p>How can we keep healthy as we grow?</p> <p>How mental and physical health are linked</p>	<p>How positive friendships and being involved in activities such as clubs and community groups support well-being</p>	<p>How to make choice that support a healthy, balance lifestyle including</p> <p>How to plan a healthy meal</p> <p>How to stay physically active</p> <p>How to maintain good dental health including oral hygiene, food and drink choices</p> <p>How to benefit from and stay safe in the sun</p> <p>How and why to balance time spent online with other activities</p> <p>How sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</p> <p>How to manage the influence of friends and family on health choices</p> <p>That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</p>				<p>How drugs (legal and illegal) can affect health and how to manage situations involving them</p>	<p>How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</p>	<p>That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</p>	<p>That anyone can experience mental ill-health and to discuss concerns with a trusted adult</p>	<p>That mental health difficulties can usually be resolved or managed with the right strategies and support</p>	<p>that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else</p>



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Reception	<ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 						<ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 					
Year 1	<p>What helps us stay healthy?</p> <p>What being healthy means and who helps them to stay healthy (eg parent, dentist, doctor)</p>	<p>That things people put into or onto their bodies can affect how they feel</p>	<p>How medicines (incl vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</p>	<p>why hygiene is important and how simple hygiene routines can stop germs from being passed on</p>	<p>what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</p>		<p>What can we do with money?</p> <p>what money is - that money comes in different forms</p>	<p>how money is obtained (e.g. earned, won, borrowed, presents)</p>	<p>how people make choices about what to do with money, including spending and saving</p>	<p>the difference between needs and wants - that people may not always be able to have the things they want</p>	<p>how to keep money safe and the different ways of doing this</p>	
Year 2	<p>What jobs do people do?</p> <p>How jobs help people earn money to pay for things they need and want</p>	<p>About a range of different jobs, including those done by people they know or people who work in their community</p>	<p>How people have different strengths and interests that enable them to do different jobs</p>	<p>How people use the internet and digital devices in their jobs and everyday life</p>			<p>What helps us to stay safe?</p> <p>How rules and restrictions help them to keep safe (eg basic road, fire, cycle, water safety; in relation to medicines / household products and online)</p>	<p>How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</p>	<p>How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</p>	<p>How not everything they see online is true or trustworthy and that people can pretend to be someone they are not</p>	<p>How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</p>	
Year 3	<p>What are families like?</p> <p>How families differ from each other (including that not every family has the same family structure eg single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</p>	<p>How common features of positive family life often include shared experiences eg celebrations, special days or holidays</p>	<p>How people within families should care for each other and the different ways they demonstrate this</p>	<p>How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p>			<p>What makes a community?</p> <p>How they belong to different groups and communities eg friendship, faith, clubs, classes/year groups</p>	<p>What is meant by a diverse community; how different groups make up the wider/local community around the school</p>	<p>How the community helps everyone to feel included and values the different contributions that people make</p>	<p>How to be respectful towards people who may live differently to them</p>		



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Year 4	<p>How can we manage our feelings?</p> <p>How everyday things can affect feelings</p>	<p>How feelings change over time and can be experienced at different levels of intensity</p>	<p>the importance of expressing feelings and how they can be expressed in different ways</p>	<p>How to respond proportionately to, and manage, feelings in different circumstances</p>	<p>Ways of managing feelings at times of loss, grief and change</p>	<p>How to access advice and support to help manage their own or others' feelings</p>	<p>How can we manage risk in different places?</p> <p>How to recognise, predict, assess and manage risk in different situations</p>	<p>How to keep safe in the local environment and less familiar locations (eg near rail, water, road, fire/firework safety, sun safety and the safe use of digital devices when out and about)</p>	<p>How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</p>	<p>How peoples online actions can impact on other people</p>	<p>How to keep safe online, including managing requests for personal information and recognising what is appropriate online content and contact</p>	<p>That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</p>
Year 5	<p>How can we help in an accident or emergency?</p> <p>How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</p>	<p>That if someone has experienced a head injury, they should not be moved</p>	<p>The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</p> <p>Visit to Hazard Alley</p>	<p>Cont.</p>	<p>Cont.</p>	<p>How can friends communicate safely?</p> <p>About the different types of relationships people have in their lives</p>	<p>How friends and family communicate together; how the internet and social media can be used positively</p>	<p>How knowing someone online differs from knowing someone face-to-face</p>	<p>how to recognise risk in relation to friendships and keeping safe</p>	<p>About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with family and friends</p>	<p>How to respond if a friendship is making them feel worried, unsafe or uncomfortable</p>	<p>How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</p>
Year 6	<p>How can the media influence people?</p> <p>How the media, including online experiences can affect people's well-being –</p>	<p>That not everything should be shared online or social media and that there are rules about this, including the</p>	<p>That mixed messages in the media exist (including about health, the news and different groups of people) and that these can</p>	<p>How text and images can be manipulated or invented; strategies to recognise this</p>	<p>To evaluate how reliable different types of online content and media are eg videos, blogs, news, reviews, adverts</p>	<p>To recognise unsafe or suspicious content online and what to do about it</p>	<p>How information is ranked, selected, targeted to meet the interests of individuals and groups, and can</p>	<p>How to make decisions about the content they view online or in the media and know if it is appropriate for their age range</p>	<p>How to respond to and if necessary, report information viewed online which is upsetting,</p>	<p>To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the</p>	<p>To discuss and debate what influences people's decisions, taking into consideration different viewpoints</p>	



	their thoughts, feelings and actions	distribution of images	influence opinions and decisions				be used to influence them		frightening or untrue	impact it might have		
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Reception	<ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 						<ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 					
Year 1	<p>Who helps to keep us safe?</p> <p>that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</p>	<p>who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</p>	<p>how to respond safely to adults they don't know</p>	<p>what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</p>	<p>how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</p>		<p>How can we look after each other and the world?</p> <p>how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</p>	<p>the responsibilities they have in and out of the classroom</p>	<p>how people and animals need to be looked after and cared for</p>	<p>what can harm the local and global environment; how they and others can help care for it</p>	<p>how people grow and change and how people's needs change as they grow from young to old</p>	<p>how to manage change when moving to a new class/year group</p>
Year 2	<p>What can help us grow and stay healthy?</p> <p>That different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</p>	<p>That eating and drinking too much sugar can affect their health including dental health</p>	<p>How to be physically active and how much rest and sleep they should have everyday</p>	<p>That there are different ways to learn and play; how to know when to break from screen-time</p>	<p>How sunshine helps bodies to grow and how to keep safe and well in the sun</p>		<p>How do we recognise our feelings?</p> <p>How to recognise, name and describe a range of feelings</p>	<p>What helps them to feel good, or better if not feeling good</p>	<p>How different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class / year group)</p>	<p>How feelings can affect people in their bodies and their behaviour</p>	<p>Ways to manage big feelings and the importance of sharing their feelings with someone they trust</p>	<p>How to recognise when they might need help with feelings and how to ask for help when they need it</p>



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Year 3	<p>Why should we eat well and look after our teeth?</p> <p>How to eat a healthy diet and the benefit of nutritionally rich foods</p>	<p>How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</p>	<p>How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</p>	<p>How people make choices about what to eat and drink, including who or what influences these</p>	<p>How, when and where to ask for advice and help about healthy eating and dental care</p>		<p>Why should we keep active and sleep well?</p> <p>How regular physical activity benefits bodies and feelings</p>	<p>How to be active on a daily basis – how to balance time online with other activities</p>	<p>How to make choices about physical activity, including who and what influences decisions</p>	<p>How the lack of physical activity can affect health and well-being</p>	<p>How lack of sleep can affect the body and mood and simple routines that support good quality sleep</p>	<p>How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</p>
Year 4	<p>How can our choices make a difference to others and the environment?</p> <p>How people have a shared responsibility to help protect the world around them</p>	<p>How everyday choices can affect the environment</p>	<p>How what people choose to buy or spend money on can affect others or the environment (eg Fairtrade, single use plastics, giving to charity)</p>	<p>The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</p>	<p>How to show care and concern for others (people and animals)</p>	<p>How to carry out personal responsibilities in a caring and compassionate way</p>	<p>How will we change and grow?</p> <p>About puberty and how bodies change during puberty including menstruation and menstrual well-being, erections and wet dreams</p>	<p>How puberty can affect motions and feelings</p>	<p>How personal hygiene routines change during puberty</p>	<p>How to ask for advice and support about growing and changing and puberty</p>		
Year 5	<p>How can drugs common to everyday life affect health?</p> <p>How drugs common to everyday life (including smoking/vaping – nicotine, alcohol, caffeine and medicines) can affect health and well-being</p>	<p>That some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</p>	<p>How laws surrounding the use of drugs exist to protect them and others</p>	<p>Why people chose to use or not different drugs</p> <p>How people can prevent or reduce the risks associated with them</p>	<p>That for some people, drug use can become a habit which is difficult to break</p>	<p>How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</p> <p>How to ask for help from a trusted adult if they have any worries or concerns about drugs</p>	<p>What jobs would we like?</p> <p>That there is a broad range of jobs and people often have more than one during their careers and over their lifetime</p> <p>That some jobs are paid more than others and some maybe voluntary (unpaid)</p>	<p>About the skills, attributes, qualifications and training needed for different jobs</p>	<p>That there are different ways into jobs and careers, including college apprenticeships and university</p> <p>Visit to Kidzania</p>	<p>How people choose a career/job and what influences their decision, including skills, interests and pay</p>	<p>How to question and challenge stereotypes about the types of jobs people can do</p>	<p>How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</p>
Year 6	<p>What will change as we become more independent? That people have different kinds of relationships in their lives, including romantic or</p>	<p>That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</p>	<p>That adults can choose to be part of a committed relationship or not, including marriage or civil partnership</p>	<p>That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</p>	<p>How puberty related to growing from childhood to adulthood</p>	<p>About the reproductive organs and processes – how babies are conceived and born and how they need to be cared for</p>	<p>That there are ways to prevent a baby being made</p>	<p>Keeping yourself and your body safe</p>	<p>How growing up and becoming more independent comes with increased opportunities and responsibilities</p>	<p>How friendships may change as they grow and how to manage this</p>	<p>How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice</p>	

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	intimate relationships										regarding growing up and changing	
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