

# PSHE CURRICULUM FRAMEWORK – WHOLE SCHOOL OVERVIEW



| Term       | Autumn   |  |  | Spring  |  |  | Summer   |  |   |
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| CORE THEME | HEALTH AND WELLBEING<br>Minimum of 10 lessons          |  |  | RELATIONSHIPS<br>Minimum of 10 lessons                    |  |  | LIVING IN THE WIDER WORLD<br>Minimum of 10 lessons   |  |   |
| TOPICS     | HEALTHY LIFESTYLES                                     | GROWING AND CHANGING   | KEEPING SAFE   | FEELINGS AND EMOTIONS                                     | HEALTHY RELATIONSHIPS  | VALUING DIFFERENCE   | RIGHTS AND RESPONSIBILITIES  | ENVIRONMENT  | MONEY   |
| YEAR 1     | What helps keep bodies healthy; hygiene routines       | Recognising what they are good at; setting goals. Change and loss and how it feels   | Keeping safe around house- hold products; how to ask for help if worried about something                                     | Recognising feelings in self and others; sharing feelings | Secrets and keeping safe; special people in their lives  | Respecting similarities and differences in others; sharing views and ideas | Group and class rules; everybody is unique in some ways and the same in others   | Looking after the local environment<br><b>(Cross year-group project with year 2)</b> | Where money comes from; how to use money -saving and spending money                                   |
| YEAR 2     | Healthy choices; different feelings; managing feelings | Recognising what they are good at; setting goals.<br>Growing; changing and being more independent; correct names for body parts (including external genitalia) | Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts | Behaviour; bodies and feelings can be hurt                | Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying | Respecting similarities and differences in others; sharing views and ideas | Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency | Looking after the local environment<br><b>(Cross year-group project with year 1)</b> | Where money comes from; saving and spending money; making choices; keeping track of money spent/saved |

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| <p><b>YEAR 3</b></p> | <p>What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits</p> | <p>Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings</p>                | <p>School rules on health and safety; basic emergency aid; people who help them stay healthy and safe</p> | <p>Recognising feelings in others; responding to how others are feeling</p>                             | <p>Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively</p> | <p>Recognising and responding to bullying</p>                         | <p>Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community</p>         | <p>Responsibilities; rights and duties</p>                | <p>Enterprise; what it means; developing skills in enterprise<br/><b>(Cross year-group project with year 6)</b></p> |
| <p><b>YEAR 4</b></p> | <p>What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs</p>                   | <p>Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change</p> | <p>How to keep safe in local area and online; people who help them stay healthy and safe</p>              | <p>Keeping something confidential or secret; when to break a confidence; recognise and manage dares</p> | <p>Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers</p>  | <p>Listen and respond effectively to people; share points of view</p> | <p>Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world</p> | <p>Sustainability of the environment across the world</p> | <p>Role of money: managing money (saving and budgeting); what is meant by interest and loan</p>                     |

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| Year 5 | What positively and negatively affects health and well-being; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices | Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief | Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety   | Responding to feelings in others                               | Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback   | Listening to others; raise concerns and challenge  | Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving difference   | Different rights; responsibilities and duties   | Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax |
| Year 6 | Images in the media and reality; how this can affect how people feel; risks and effects of drugs   | Recognising what they are good at; setting goals; aspirations. Changes at puberty (recap Y4); human reproduction; roles and responsibilities of parents                   | Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice | Confidentiality and when to break a confidence; managing dares | Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy | Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying | Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others | How resources are allocated; effect of this on individuals; communities and environment | Enterprise; setting up an enterprise<br><br><b>(Cross year-group project with year 3)</b>  |