



PSHE Overview

	Autumn	Spring	Summer
EYFS FS2	<p><u>Autumn 1</u></p> <p><u>Fabulous Me!</u> MyHappyMind breathing techniques Sue Graves 'Behaviour Matters Series' Animals stories about emotions and actions Hello Hello by by Brendan Wenzel</p> <p><u>Autumn 2</u> <u>Time for Change</u> Blue Chameleon By Emily Gravett MyHappyMind story 'Charlie's rainbow'</p> <p><u>Self- Regulation</u> I can talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... fair, agree, turns, together, share, how to compromise and negotiate to solve problems, use book talk, puppets or real life experiences I can begin to express feelings and consider the feelings of others (identify and name emotions ... emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited. Link book character's emotions to</p>	<p><u>Spring 1</u> <u>Wonderful Water</u> 'The Family Book' (Todd Parr) (No Outsiders) Chinese New Year (PSHE) Cultures & Customs of this festival MyHappyMind story 'Appreciate and being thankful'</p> <p><u>Spring 2</u> <u>Superheroes and Villain</u> 'Momma, mama and me' (Leslea Newman) (No Outsiders) MyHappyMind 'Relate' story People who help me (Mental Health) Calling for help</p> <p><u>Self-Regulation</u> I can express feelings and consider the feelings of others I can set own goals and show resilience and perseverance in the face of challenge (Thinking / trying different solutions, Having a go – trial and error, bouncing back after difficulties I can Identify and moderate own feelings socially and emotionally i.e. to talk about and manage own emotions using available strategies e.g. Calm Space</p>	<p><u>Summer 1</u> <u>Gracious Growing</u> 'You choose' (Nick Sherratt) MyHappyMind Story 'Engage'</p> <p><u>Summer 2</u> <u>Awesome Animals</u> 'Red Rockets & Rainbow Jelly' (Sue Heap & Nick Sharratt) <u>Sex Education</u> Relationships</p> <p><u>Self-Regulation</u> I can show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly I can set and work towards simple goals, being able to wait for what I want and control their immediate impulses when appropriate I can give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>

	<p>their own experiences, expression, mood, feeling/emotion)</p> <p>I can begin to set own goals and show resilience and perseverance in the face of challenge</p> <p>I can begin to identify and moderate own feelings socially and emotionally (focus on keeping calm , being patient waiting for a turn , sharing , tidying up after themselves)</p> <p>Managing Self</p> <p>I can manage own self-care needs, i.e independent use of □ zips □ buttons □ coats □ shoes</p> <p>I can develop confidence to try new activities and show independence, i.e access all types of enhancements (indoors & outdoors)</p> <p>I know and begin to talk about the different factors that support my overall health and wellbeing:, i.e toothbrushing – importance and how (<i>clean, decay</i>), talk about importance of daily exercise and healthy eating ... (<i>exercise, healthy / unhealthy, heartbeat, fit</i>)</p> <p>Building Relationships</p> <p>I can begin to see self as a valuable individual (Describe self, positively ... <i>proud, special, love</i>)</p> <p>I can begin to build constructive and respectful relationships (Use social language to develop friendships see CL)</p>	<p>I can think about the perspectives of others, i.e.story characters / peers</p> <p>Managing Self</p> <p>I can manage own self-care needs</p> <p>I know and talk about the different factors that support their overall health and wellbeing i.e sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</p> <p>Building Relationships</p> <p>I can see self as a valuable individual , i.e talk confidently about own past history, share likes / dislikes / interests in school / out of school</p> <p>I can build constructive and respectful relationships i.e. Listen to one another child-initiated learning / small group activities), use social language with growing</p>	<p>Managing Self</p> <p>I can be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>I can explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships</p> <p>I can work and play cooperatively and take turns with others</p> <p>I can form positive attachments to adults and friendships with peers</p> <p>I can show sensitivity to their own and to others' needs.</p>
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<p>Year 1</p>	<p>Autumn 1 Marvellous Me (Elmer - David McKee) I can identify what makes me special. I can identify similarities and work as part of a team. I can understand how to be kind and why it is important. I know the ways in which we are different and I know how to make my class welcoming.</p> <p>Autumn 2 Relationships (Ten Little Pirates - Mike Brownlot & Simon Rickerty) I can understand that boys and girls can play together. I can understand that we are all different and we all like different things. I can talk about the teams I belong to.</p> <p>British Values and Picture News</p>	<p>Spring 1 Differences (Max the Champion - Sean Stockdale, Alexandra Strick & Ros Asquith) I know that everyone is different. I know that you can't always see differences. Caring for our world I can understand how to care for our world (litter and recycling).</p> <p>Spring 2 One World (My World, Your World - Melanie Walsh) To understand that we share the world with lots of people. I can explore family life in different countries. I can explore home and home life in different countries. Healthy Eating I can make healthy food and drink choices.</p> <p>British Values and Picture News</p>	<p>Summer 1 Growing up (My grandpa is amazing - Nick Butterworth) I recognise that people are different ages. I know that we all grow up. I can tell you good things about being older. Road Safety</p> <p>Mental Health I can understand how happy thoughts can make me feel better. I can make good choices and consider the impact of my decisions. I can set myself goals and consider how to achieve them.</p> <p>Summer 2 Financial Matters I know what money is and how to keep my money safe. Sex Education I understand some basic hygiene principles</p>

			<p>I know how to keep clean and look after oneself I know how people grow and change I understand that babies become children and then adults I know the differences between boy and girl babies I can explore different types of families and who to ask for help I know there are different types of families I know which people we can ask for help</p> <p>British Values and Picture News</p>
<p>Year 2</p>	<p><u>Respect</u> <i>'What the Jackdaw Saw'</i> (Julia Donaldson & Nick Sharratt) <i>'Blown Away'</i> (Rob Biddulph)</p> <p>I can communicate in different ways. I know there are different ways to communicate. I can learn to use sign language. I can work with everyone in my class. I know that everyone in my class is different. I can work with anyone/ I like working with different people. Mental Health - Celebrate: What have we done well this week</p> <p><u>Being yourself and Inclusion</u> <i>Along came a different</i> (Tom McLaughlin) <i>Can I join your club?</i> (John Kelly and Steph Laberis)</p>	<p><u>Emotions and Friendships</u> <i>'The Odd Egg'</i> (Emily Gravett) - To understand what makes someone feel proud.</p> <p>I know that things can go wrong.</p> <p>I know that when things go wrong I can feel embarrassed.</p> <p>I can find a solution</p> <p>Mental Health - Meaning and Purpose; Steps to Success (Kapow)</p> <p>British Values and Picture News</p> <p><u>First Aid and being safe - Nurse Bear does First Aid and Super Medics</u></p>	<p><u>Multicultural Awareness</u> <i>The Neighbourhood Surprise</i> (Sarah Van Dongen)</p> <p>I can recognise different beliefs.</p> <p>I know that people live differently because of their origins.</p> <p>I know that people are successful and happy all over the world, but they live differently to me.</p> <p>Mental Health - Other People's Feelings (Kapow)</p> <p>British Values and Picture News</p> <p><u>Sex Education</u> I can talk about the ways boys and girls can be the same and different</p>

	<p>To help someone accept difference. I know we are different. I can tell you ways we are different. I know why some people are afraid of differences. To welcome different people. I know how to join a group of friends. I know how to accept anyone into my group. I know that we will feel happier if we are all friends. I can help people to accept differences.</p> <p>Mental Health - Wonderful Me (Kapow)</p> <p>British Values and Picture News</p>	<p>Identify dangers by looking and listening; - Fire, road, water Identify specific first aid dangers by looking and listening Decide if an area is safe; Make an area safe; Be able to help someone without risk to themselves</p> <p>https://www.youtube.com/watch?v=LoJaLPyZzwQ</p> <p>Mental Health - Healthy Body, Healthy Brain (Kapow)</p> <p>British Values and Picture News</p>	<p>I understand that some people have fixed ideas about what boys and girls can do I can describe the difference between male and female babies I can explore some of the differences between males and females and to understand how this is part of the life cycle I can describe some differences between male and female animals I understand that making a new life needs a male and a female I know the sexual difference and name body parts</p>
Year 3	<p><u>Personal Hygiene and Organisation</u></p> <p>I can understand the importance of keeping clean and healthy and why cleanliness is important. I know how to manage my own personal hygiene. I understand how to care for my own hair and teeth. I understand the importance of changing my clothes regularly, wearing shoes that fit properly and looking after my skin and nails properly.</p> <p><u>Discrimination</u></p>	<p><u>Being welcoming</u></p> <p>'Beegu' (Alexis Deacon) I know how to be welcoming. I know the behaviour that makes someone feel like an outsider. I know how to make someone feel welcome Water Safety .</p> <p><u>Helping someone who feels different</u></p> <p>'The Hueys in the New Jumper' (Oliver Jeffers) I use strategies to help someone who feels different</p>	<p><u>Global Warming</u></p> <p>What is Global Warming? Who is David Attenborough? How can we help?</p> <p><u>Charities</u></p> <p>The marine conservation society. Who are they? What do they do? How can charities help the world or people in need?</p> <p><u>Human Rights</u> I can say how I feel.</p>

	<p>This is Our House' (Michael Rosen) I understand what discrimination' means. I know how someone can feel like an outsider, and I know how to make sure that there are no outsiders in my school. British Values and Picture News</p>	<p>I know why it's hard to be different and I know how to help someone to be strong. British Values and Picture News</p>	<p><i>Families and people who care for me:</i> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <u>Sex Education</u> I know some differences and similarities between male and female. I can consider touch and I know that a person has the right to say what they like and don't like. I understand personal space. I can explore that all families are different and have different family members. I know who to go to for help and support. British Values and Picture News</p>
<p>Year 4</p>	<p><u>Safety around Electricity</u> To identify the dangers associated with electricity in the home and begin to recognise that the dangers are often associated with materials that are good conductors. <u>Knowing when to be assertive</u> 'Dogs Don't Do Ballet' (Anna Kemp & Sarah Ogilvie) I know when to be assertive. I know what 'assertive' means and I know why being assertive is sometimes hard.</p>	<p><u>Healthy Eating</u> To understand the sugar content in our foods and create a leaflet to raise awareness and conduct an investigation on how different drinks will have an affect on our teeth. To gather data from our class about our favourite healthy foods and create a bar chart/pictogram to show our results. To research healthy foods from around the world and write up healthy recipes. To understand how we can keep our bodies healthy and create a leaflet to raise awareness for a younger audience.</p>	<p><u>What is going on in the local news?</u> British Values and Picture News - recent and relevant information Does God answer prayers? After sharing some of the parables what puzzling questions could Christians have <u>Knowing who you want to be</u> 'Red: A Crayon's Story' (Michael Hall) - To be who you want to be. I know why people sometimes don't speak up.</p>

	<p>I can use honesty and respect.</p> <p>Mental Health and Wellbeing</p> <p>Picture News - Recent and relevant information</p> <p><u>Africa</u></p> <p>Poverty. Why are people hungry?</p> <p>What is Africa?</p> <p>African resources</p> <p>African Dance</p> <p><u>British Values and Picture News</u></p>	<p>To create an exercise program for the class and evaluate its effectiveness.</p> <p><u>Overcoming language as a barrier- the silence seeker, four feet, two sandals.</u></p> <p>'The Way Back Home' (Oliver Jeffers) - To overcome language as a barrier.</p> <p>I know that people speak different languages and I know how language can be a barrier.</p> <p>I can find ways to overcome barriers.</p> <p><u>British Values, Picture News and Mental Health and Wellbeing</u></p>	<p>I know everyone in my school should be proud of who they are.</p> <p><u>Sex Education</u></p> <p>I can describe the main stages of the human lifecycle</p> <p>I can describe the body changes that happen when a child grows up</p> <p>I can identify some basic facts about puberty, reproduction and pregnancy</p> <p>I know that during puberty the body changes from a child into a young adult</p> <p>I can identify some basic facts about pregnancy.</p> <p>I know about the physical and emotional changes that happen in puberty</p> <p>I know that each person experiences puberty differently</p> <p><u>British Values and Picture News</u></p>
Year 5	<p><u>Peer Relationships: Groups and Gangs</u></p> <p>I know what groups and gangs are.</p> <p>I understand that some drugs are used to cure diseases and alleviate pain and suffering.</p>	<p><u>Recognising when someone needs help</u></p> <p>'How to Heal a Broken Wing' (Bob Graham) - To recognise when someone needs help.</p> <p>I know that people have different life experiences.</p>	<p><u>What is going on in the national news?</u></p> <p>British Values and Picture News - recent and relevant information.</p> <p>Newsround</p>

	<p>I understand how my behaviour within a circle of friends can affect others around me.</p> <p><u>Justifying my actions</u></p> <p>‘Rose Blanche’ (Ian McEwan & Roberto Innocenti)- To justify my actions.</p> <p>I know that sometimes we have to make difficult decisions and I can justify my actions.</p> <p>British Values and Picture News</p>	<p><u>I can develop respectful relationships</u></p> <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>British Values and Picture News</p>	<p><u>Performances and team work</u></p> <p>Year 5 and 6 production</p> <p><u>Sex Education</u></p> <p>I can explain the main physical and emotional changes that happen during puberty</p> <p>I can ask questions about puberty with confidence</p> <p>I understand how puberty affects the body and the emotions</p> <p>I can describe how to manage physical and emotional changes</p> <p>I can explore the impact of puberty on the body and the importance of physical hygiene</p> <p>I can explore ways to get support during puberty</p> <p>British Values and Picture News</p>
Year 6	<p><u>Peer Relationships: Groups and Gangs</u></p> <p>I can work well in a group and can tell you what helps my group to work well together</p>	<p><u>The British Government</u></p> <p>I can begin to understand how Britain is governed.</p>	<p><u>Language and freedom of speech.</u></p> <p>‘The only way is badger’ (Stella J Jones and Carmen Saldana)</p>

	<p>I can explain what peer pressure is and how to deal with it.</p> <p>I can think about emotions and understand non- verbal communication clues.</p> <p>I can understand emotions related to positive environments and negative environments.</p> <p><u>Welcoming differences and standing up to discrimination</u></p> <p>‘The Thing’ (Simon Puttock & Daniel Egneus)</p> <p>I know there are some things I have not experienced.</p> <p>I am curious about new and different experiences.</p> <p>I understand how some people are labelled by rumours and assumptions.</p> <p>I can stand up to prejudice and discrimination.</p> <p><u>British Values and Picture News</u></p>	<p>I can gain an understanding of what Parliament is.</p> <p>Picture News and British Values</p> <p><u>First Aid</u></p> <p>I know how to call for help in an emergency.</p> <p>I can recognise the signs and symptoms of some common medical emergencies.</p> <p>I can deliver basic first aid.</p> <p>I understand when I need to seek medical assistance.</p> <p>British Values and Picture News</p>	<p>I can accept and work with people who are different to me.</p> <p>I can explore differences without fear.</p> <p>I can look for solutions to challenging situations.</p> <p><u>Performances and team work</u></p> <p>Year 5 and 6 production</p> <p><u>Sex Education</u></p> <p>I can describe how and why the body changes during puberty in preparation for reproduction.</p> <p>Discuss different types of adult relationships with confidence.</p> <p>Explain how babies are made.</p> <p>Describe the decisions that have to be made before having a baby.</p> <p>Year 6 Transition to Secondary School</p> <p>British Values and Picture News</p>
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