


PSHE Whole School Overview

myHappyMind	myHappy Mind				
	Meet your brain (Developing self-awareness, emotional understanding and the foundations of mental wellbeing)	Celebrate (Building self-esteem, confidence and positive self-identity)	Appreciate (Developing gratitude, positivity and emotional wellbeing)	Relate (Developing positive relationships, empathy and communication skills)	Engage (Developing motivation, goal-setting, focus and positive learning behaviours)
<b>EYFS</b>	<p><b>Big idea:</b> <i>I have a brain, and it helps me think, feel and learn.</i></p> <ul style="list-style-type: none"> <li>Using simple language for emotions</li> <li>Developing curiosity about learning</li> <li>Building positive attitudes to challenge</li> </ul>	<p><b>Big idea:</b> <i>I am special and unique.</i></p> <ul style="list-style-type: none"> <li>Early self-esteem</li> <li>Sense of belonging</li> <li>Positive self-identity</li> </ul>	<p><b>Big idea:</b> <i>I can notice good things around me.</i></p> <ul style="list-style-type: none"> <li>Early awareness of positive emotions</li> <li>Emotional warmth and security</li> <li>Building a positive mindset</li> </ul>	<p><b>Big idea:</b> <i>I can be kind and get along with others.</i></p> <ul style="list-style-type: none"> <li>Early social skills</li> <li>Understanding feelings in others</li> <li>Sense of belonging and safety</li> </ul>	<p><b>Big idea:</b> <i>I enjoy learning and trying new things.</i></p> <ul style="list-style-type: none"> <li>Positive attitudes to learning</li> <li>Early motivation</li> <li>Confidence to explore and engage</li> </ul>
<b>Year 1</b>	<p><b>Big idea:</b> <i>My brain can change and grow.</i></p> <ul style="list-style-type: none"> <li>Early <b>growth mindset</b></li> <li>Increased confidence to try and persevere</li> <li>Beginning to link effort with brain development</li> </ul>	<p><b>Big idea:</b> <i>I can celebrate who I am.</i></p> <ul style="list-style-type: none"> <li>Developing confidence</li> <li>Valuing effort alongside outcome</li> <li>Beginning to recognise personal strengths</li> </ul>	<p><b>Big idea:</b> <i>Thinking about good things helps me feel happier.</i></p> <ul style="list-style-type: none"> <li>Developing optimism</li> <li>Beginning to build emotional resilience</li> <li>Understanding gratitude as a choice</li> </ul>	<p><b>Big idea:</b> <i>My actions affect other people.</i></p> <ul style="list-style-type: none"> <li>Empathy development</li> <li>Early responsibility for behaviour</li> <li>Positive classroom relationships</li> </ul>	<p><b>Big idea:</b> <i>I can try, even when something feels tricky.</i></p> <ul style="list-style-type: none"> <li>Developing persistence</li> <li>Building learning confidence</li> <li>Reducing fear of mistakes</li> </ul>
<b>Year 2</b>	<p><b>Big idea:</b> <i>Different parts of my brain help me learn and manage my feelings.</i></p> <ul style="list-style-type: none"> <li>Naming emotions and recognising where they come from</li> <li>Beginning emotional self-awareness</li> <li>Understanding that emotions can change</li> </ul>	<p><b>Big idea:</b> <i>I have strengths, and I can use them.</i></p> <ul style="list-style-type: none"> <li>Broadening the idea of success</li> <li>Reducing comparison</li> <li>Growing pride in individual abilities</li> </ul>	<p><b>Big idea:</b> <i>Appreciation helps my wellbeing.</i></p> <ul style="list-style-type: none"> <li>Emotional self-awareness</li> <li>Managing dissatisfaction or disappointment</li> <li>Strengthening positive relationships</li> </ul>	<p><b>Big idea:</b> <i>I can build positive relationships.</i></p> <ul style="list-style-type: none"> <li>Strengthening friendships</li> <li>Emotional expression</li> <li>Developing mutual respect</li> </ul>	<p><b>Big idea:</b> <i>I can keep going when learning feels challenging.</i></p> <ul style="list-style-type: none"> <li>Resilience in learning</li> <li>Improved attention and task completion</li> <li>Growing independence</li> </ul>
<b>Year 3</b>	<p><b>Big idea:</b> <i>My brain controls how I feel and how I behave.</i></p> <ul style="list-style-type: none"> <li>Linking emotions, thoughts and behaviour</li> <li>Early self-regulation skills</li> <li>Understanding personal responsibility for choices</li> </ul>	<p><b>Big idea:</b> <i>My strengths help me to succeed.</i></p> <ul style="list-style-type: none"> <li>Building self-belief</li> <li>Applying strengths intentionally</li> <li>Strengthening emotional resilience</li> </ul>	<p><b>Big idea:</b> <i>I can train my brain to notice the positives.</i></p> <ul style="list-style-type: none"> <li>Emotional regulation</li> <li>Developing positive thinking habits</li> <li>Increased self-reflection</li> </ul>	<p><b>Big idea:</b> <i>I can understand other people's feelings and perspectives.</i></p> <ul style="list-style-type: none"> <li>Perspective-taking</li> <li>Improved communication skills</li> <li>Managing more complex friendships</li> </ul>	<p><b>Big idea:</b> <i>I can set myself learning goals.</i></p> <ul style="list-style-type: none"> <li>Purposeful learning</li> <li>Developing intrinsic motivation</li> <li>Increased self-reflection</li> </ul>
<b>Year 4</b>	<p><b>Big idea:</b> <i>I can learn how to calm my brain.</i></p> <ul style="list-style-type: none"> <li>Developing strategies to manage emotions</li> <li>Recognising signs of emotional overload</li> <li>Improving emotional literacy</li> </ul>	<p><b>Big idea:</b> <i>I can recognise and value my own strengths and the strengths of others.</i></p> <ul style="list-style-type: none"> <li>Balanced self-confidence</li> <li>Empathy and appreciation of others</li> <li>Positive group dynamics</li> </ul>	<p><b>Big idea:</b> <i>Appreciation supports resilience.</i></p> <ul style="list-style-type: none"> <li>Resilience and emotional balance</li> <li>More realistic and healthy thinking patterns</li> <li>Deepening empathy and perspective</li> </ul>	<p><b>Big idea:</b> <i>I can manage relationships and resolve conflict respectfully.</i></p> <ul style="list-style-type: none"> <li>Conflict resolution</li> <li>Assertive (not aggressive) communication</li> <li>Emotional maturity in relationships</li> </ul>	<p><b>Big idea:</b> <i>I can use strategies to stay motivated and focused.</i></p> <ul style="list-style-type: none"> <li>Sustained attention</li> <li>Self-management skills</li> <li>Ownership of learning</li> </ul>
<b>Year 5</b>	<p><b>Big idea:</b> <i>I can manage my emotions by understanding my brain.</i></p> <ul style="list-style-type: none"> <li>Greater emotional regulation</li> <li>Increased independence in managing feelings</li> <li>Connecting brain knowledge to real-life situations</li> </ul>	<p><b>Big idea:</b> <i>Using my strengths helps me overcome challenges.</i></p> <ul style="list-style-type: none"> <li>Developing internal confidence</li> <li>Preparing for increased independence</li> <li>Reducing reliance on external validation</li> </ul>	<p><b>Big idea:</b> <i>Appreciation influences how I see myself and the world.</i></p> <ul style="list-style-type: none"> <li>Developing internal emotional tools</li> <li>Critical thinking about comparison culture</li> <li>Preparing for emotional independence</li> </ul>	<p><b>Big idea:</b> <i>Healthy relationships are built on respect, trust and communication.</i></p> <ul style="list-style-type: none"> <li>Navigating more complex social situations</li> <li>Developing moral reasoning</li> <li>Preparing for wider peer groups</li> </ul>	<p><b>Big idea:</b> <i>I take responsibility for my learning.</i></p> <ul style="list-style-type: none"> <li>Learning independence</li> <li>Self-discipline</li> <li>Preparing for increased academic challenge</li> </ul>
<b>Year 6</b>	<p><b>Big idea:</b> <i>I can use my understanding of my brain to support my wellbeing.</i></p> <ul style="list-style-type: none"> <li>Preparing for secondary school</li> <li>Strengthening resilience and self-awareness</li> <li>Confident use of strategies to manage emotions and learning.</li> </ul>	<p><b>Big idea:</b> <i>I value who I am and feel confident moving forward.</i></p> <ul style="list-style-type: none"> <li>Secure self-identity</li> <li>Resilience during transition</li> <li>Confident readiness for secondary school</li> </ul>	<p><b>Big idea:</b> <i>I can use appreciation to support my wellbeing during change.</i></p> <ul style="list-style-type: none"> <li>Readiness for secondary school</li> <li>Strong emotional resilience</li> <li>Lifelong wellbeing strategies</li> </ul>	<p><b>Big idea:</b> <i>I can build and maintain positive relationships as I move forward.</i></p> <ul style="list-style-type: none"> <li>Readiness for secondary school relationships</li> <li>Emotional intelligence</li> <li>Confident, respectful social interactions</li> </ul>	<p><b>Big idea:</b> <i>I am a confident, motivated learner ready for the next step.</i></p> <ul style="list-style-type: none"> <li>Readiness for secondary learning</li> <li>Confidence and self-motivation</li> <li>Lifelong learning skills</li> </ul>

	<b>myHappy Body</b> (Developing body awareness, physical wellbeing, safety and personal responsibility)	<b>myHappy Relationships</b> (Developing healthy relationships, respect, communication and personal safety)	<b>myHappy World</b> (Developing understanding of self, community, diversity, responsibility and the wider world. Strong links to British Values and equality, diversity and inclusion).
<b>EYFS</b>	<b>Big idea:</b> <i>My body is important and belongs to me.</i> <ul style="list-style-type: none"> <li>• Early body awareness</li> <li>• Personal care and hygiene</li> <li>• Sense of safety and trust</li> </ul>	<b>Big idea:</b> <i>I can build kind and happy relationships.</i> <ul style="list-style-type: none"> <li>• Sense of belonging</li> <li>• Early friendship skills</li> <li>• Emotional awareness</li> </ul>	<b>Big idea:</b> <i>I am part of a school and a wider world.</i> <ul style="list-style-type: none"> <li>• Sense of belonging</li> <li>• Early respect for others</li> <li>• Awareness of community</li> </ul>
<b>Year 1</b>	<b>Big idea:</b> <i>I can help look after my body.</i> <ul style="list-style-type: none"> <li>• Developing independence in self-care</li> <li>• Early health awareness</li> <li>• Body respect</li> </ul>	<b>Big idea:</b> <i>I know how to be a good friend.</i> <ul style="list-style-type: none"> <li>• Building positive friendships</li> <li>• Developing empathy</li> <li>• Understanding impact of behaviour</li> </ul>	<b>Big idea:</b> <i>I live in a world with other people and rules help us get along.</i> <ul style="list-style-type: none"> <li>• Respect and responsibility</li> <li>• Understanding fairness</li> <li>• Developing social awareness</li> </ul>
<b>Year 2</b>	<b>Big idea:</b> <i>My body needs care to stay healthy and safe.</i> <ul style="list-style-type: none"> <li>• Growing responsibility for health</li> <li>• Clear understanding of body autonomy</li> <li>• Confidence in seeking support</li> </ul>	<b>Big idea:</b> <i>I can build and maintain positive relationships.</i> <ul style="list-style-type: none"> <li>• Emotional expression</li> <li>• Mutual respect</li> <li>• Growing confidence in relationships</li> </ul>	<b>Big idea:</b> <i>Everyone is unique and valued.</i> <ul style="list-style-type: none"> <li>• Inclusion and respect</li> <li>• Reducing stereotypes</li> <li>• Growing empathy and fairness</li> </ul>
<b>Year 3</b>	<b>Big idea:</b> <i>I understand how my body changes and grows.</i> <ul style="list-style-type: none"> <li>• Normalising body differences</li> <li>• Increased self-awareness</li> <li>• Understanding growth as a natural process</li> </ul>	<b>Big idea:</b> <i>People can feel differently and that's okay.</i> <ul style="list-style-type: none"> <li>• Perspective-taking</li> <li>• Communication skills</li> <li>• Managing more complex friendships</li> </ul>	<b>Big idea:</b> <i>We all have rights and responsibilities.</i> <ul style="list-style-type: none"> <li>• Moral responsibility</li> <li>• Community awareness</li> <li>• Developing social conscience</li> </ul>
<b>Year 4</b>	<b>Big idea:</b> <i>I can make informed choices about my body and health.</i> <ul style="list-style-type: none"> <li>• Informed decision-making</li> <li>• Health responsibility</li> <li>• Growing self-confidence in managing change</li> </ul>	<b>Big idea:</b> <i>I can manage relationships and resolve conflict respectfully.</i> <ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Assertive communication</li> <li>• Emotional regulation in social situations</li> </ul>	<b>Big idea:</b> <i>I can make positive choices that affect my community and world.</i> <ul style="list-style-type: none"> <li>• Active citizenship</li> <li>• Environmental responsibility</li> <li>• Encouraging respectful dialogue</li> </ul>
<b>Year 5</b>	<b>Big idea:</b> <i>My body will change and that is normal.</i> <ul style="list-style-type: none"> <li>• Emotional reassurance</li> <li>• Body confidence</li> <li>• Preparation for adolescence</li> </ul>	<b>Big idea:</b> <i>Healthy relationships are based on respect, trust and boundaries.</i> <ul style="list-style-type: none"> <li>• Safeguarding awareness</li> <li>• Boundary-setting</li> <li>• Navigating peer influence</li> </ul>	<b>Big idea:</b> <i>My choices influence the world around me.</i> <ul style="list-style-type: none"> <li>• Ethical thinking</li> <li>• Social responsibility</li> <li>• Preparing for wider societal engagement</li> </ul>
<b>Year 6</b>	<b>Big idea:</b> <i>I respect my body and take responsibility for my health and safety.</i> <ul style="list-style-type: none"> <li>• Readiness for secondary school</li> <li>• Mature understanding of body autonomy</li> <li>• Confidence to manage health and safety independently</li> </ul>	<b>Big idea:</b> <i>I can build and maintain healthy relationships as I grow and change.</i> <ul style="list-style-type: none"> <li>• Emotional maturity</li> <li>• Readiness for transition and building new relationships at secondary school</li> <li>• Confident, respectful relationship skills</li> </ul>	<b>Big idea:</b> <i>I am a responsible, respectful member of a diverse world.</i> <ul style="list-style-type: none"> <li>• Readiness for secondary school as confident, thoughtful citizens</li> <li>• Informed, responsible citizenship</li> <li>• Confidence to engage with the wider world respectfully</li> </ul>