

Moredon Primary and Nursery School
Subject Overviews, Long term planning 2021-2022



Subject area: PSHE including RHSE

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Being in my world Recognise and manage feelings, identify similarities and differences in people	Being in my world Understand the rights and responsibilities of people in the class, understand choices and consequences	Being in my world Identify some hopes and fears, contribute own ideas for rewards and consequences and deepen understanding	Being in my world Identify self-worth and set personal goals for challenges, identify how actions affect others and why rules are needed	Being in my world Recognise who is in the school community, understand democracy, making decisions in a group	Being in my world Understand rights and roles of being a citizen in this country, link own feelings to rewards and consequences, recognising how democracy benefits others	Being in my world Understand how there are universal rights for all children, but not all are met, reflecting on how choices made impact people locally and globally, recognising how individual behaviour effects a group
Term 2	Celebrating differences Recognising my strengths, understanding that people are different, identifying home as special	Celebrating differences Identifying similarities within my classmates, becoming familiar with the term bullying, identifying those who help	Celebrating differences Understanding stereotypes, recognising friendships with people who are different	Celebrating differences Understanding differences in families, appreciating conflicts within families, understanding how/what it is to witness bullying	Celebrating differences Recognising assumptions made based on looks, recognising self-uniqueness, understanding others' actions in bullying	Celebrating differences Understanding cultural conflicts and identifying racism, explaining the types of direct and indirect bullying, comparing lives with ones different to own	Celebrating differences Recognising difference by understanding what 'normal' means, show empathy and appreciate those with disabilities, explain how one person can have power over another
Term 3	Dreams and goals Reflect on perseverance, setting achievable goals and work towards them, understand how school work leads to jobs later on	Dreams and goals Understand how to achieve certain goals, identify how, why and when challenges arise, identify success	Dreams and goals Explain how to overcome a challenge – recognise and understand perseverance, recognise who to work well with	Dreams and goals Respect and admire those who overcome obstacles, identify ambitions that are important, become motivated about challenges, evaluate learning processes	Dreams and goals Accept hurt when hopes don't come true, using reflection of positive experiences to overcome disappointment, identifying next steps and new plans	Dreams and goals Identifying jobs carried out by people and recognising a job preference, understanding the use of communicating to those in other cultures and describe the dreams and goals of others in different cultures	Dreams and goals Identify and set success criteria to achieve goals, identify and makes plans to overcome problems in the world, empathise with those who suffer, accept praise and understand what others like about them
Term 4	Healthy me Identify healthy foods which help the body, understand why exercise is important, reflect on ways to fall asleep and recognise these, recognise the importance of handwashing and how to stay safe near strangers	Healthy me Recognise and understand healthy lifestyle choices, explain germs and how to prevent them spreading, recognise that household items can be harmful and medicines can be helpful, evaluate actions for road safety	Healthy me Recognise the difference between relaxed and stressed, understand how medicines work in the body, recognise healthy foods and decide on which ones are better	Healthy me Understand the role of exercise and set fitness goals, recognise that fats and sugars in food can cause harm, express opinions towards drugs, recognise safe places and people, reflect on strategies for remaining safe/healthy	Healthy me Identify different friendship groups and the roles within, understanding the effects of drugs and alcohol on the body, understanding the feelings of peer pressure, reflecting on own beliefs of right and wrong	Healthy me Understanding the health risks of misusing drugs and alcohol, making informed decisions, understand emergencies and what to do, reflect on the use of social media, accept and respect own body image, identify how food can relate to body image pressures	Healthy me Take responsibility for health and well-being choices, suggest ways others can be exploited, recognise alcohol and drug damage to the liver and heart, recognise stress triggers, understand/identify emotional wellness
Term 5	Relationships Reflect on jobs done at home, identify friendship to avoid loneliness, evaluate the impact of	Relationships Identify different family members and appreciate different families, understand how to be a good friend,	Relationships Recognise the relationships between family members, understand different physical contact	Relationships Understand roles, responsibilities and expectations for family members, understand how to remain safe online, recognise	Relationships Recognise causes of jealousy in friendships, identify someone they love and why they are special, reflect on times	Relationships Demonstrate an accurate representation of themselves, recognise the positives and negatives of being in an online	Relationships Recognise and understand how to take care of mental health, understand the different stages of grief and different types of loss, judge

	unkind words, recognise how to be a good friend	recognise qualities of a good friend, understand appropriate ways to greet another person	between members and which is appropriate, recognise causes of conflict, express appreciation for special people, evaluate when a secret is okay to be kept or not	the work of others around the world and its impact, express appreciation for friends and family	with someone no longer seen, recognise boyfriends and girlfriends as someone special for later on in life, can show love and be loved	community, appreciate rights and responsibilities online and identify what is too much time spent online with suggestions for reducing it	and evaluate whether something online is safe/helpful, show responsibility for using technology positively and safely
Term 6	<p>Changing me including RHSE</p> <p>Name parts of the body, name foods that can keep the body healthy, understand the process of growing from babies to adults, talk about worries and memories</p>	<p>Changing me including RHSE</p> <p>Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, and vagina, respect their body and understand which parts are private.</p>	<p>Changing me including RHSE</p> <p>Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private, tell you what I like/don't like about being a boy/girl.</p>	<p>Changing me including RHSE</p> <p>Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl. Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family. Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings. Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings.</p>	<p>Changing me including RHSE</p> <p>Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings.</p> <p>Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p>	<p>Changing me including RHSE</p> <p>Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me. Describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty. Understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways.</p>	<p>Changing me including RHSE</p> <p>Understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways. Understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways. Understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.</p>