



## PSHE Curriculum Overview 2023-24

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS	<p><b>Theme: Me and My Relationships</b></p> <p><b>Key Questions:</b> What makes me special? How do family and friends make us feel? What do our relationships with other people do for us? Why do we choose our friends?</p> <p><b>Skills:</b> Be able to name special people in their lives; Describe different feelings; Identify who can help if they are sad, worried or scared; Identify ways to help others or themselves if they are sad or worried.</p> <p><b>Knowledge:</b> Be able to talk about the important people in their lives. Understand that we have different special people. Name key people outside of families that care for them.</p>	<p><b>Theme: Valuing Difference</b></p> <p><b>Key Questions:</b> What things are the same about us? (how we look, things we like to do). What things are different about us? (how we look, things we like to do). What's good about not all being the same?</p> <p><b>Skills:</b> Recognise the similarities and differences amongst their peers; Discuss why differences should be celebrated.</p> <p><b>Knowledge: Understand</b> 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><b>Theme: Keeping Myself Safe</b></p> <p><b>Key Question:</b> What makes something "safe" or "unsafe"?</p> <p><b>Skills:</b> Identify hazards indoors and outside; Realise that how they use something impacts on whether it is safe or not</p> <p><b>Knowledge:</b> Know how to help themselves to keep safe in different environments and how to manage the risks in these environments.</p>	<p><b>Theme: Rights and Responsibilities</b></p> <p><b>Key Question:</b> Why should we help other people?</p> <p><b>Skills:</b> Say how they could look after their friends and how this could be managed in reverse (what they need from a friend); understand that some people need help and care from strangers and why this might be (hospitals etc)</p> <p><b>Knowledge:</b> Know that others must be ok with actions taken (give consent); Know that sometimes people like to be alone (have a mindful moment) when they are sad or angry. Suggest ways to look after friends and others in need of care and be able to say how that makes them feel inside.</p>	<p><b>Theme: Being My Best</b></p> <p><b>Key Question:</b> How have you achieved something when things were going wrong for you?</p> <p><b>Skills:</b> Share goals and dreams and discuss how they have sometimes had to try several times before achieving something; acknowledge their feelings of frustration when something is challenging and use patience and practice to overcome these feelings.</p> <p><b>Knowledge:</b> Be able to discuss things that they have found hard and which they are going to persist with.</p>	<p><b>Theme: Growing and Changing</b></p> <p><b>Key Questions:</b> Does everyone change as they grow? If some people need help with coping with these changes, what can you do to help?</p> <p><b>Skills:</b> Sort stages of development/life cycle; listen to stories and be able to answer questions and infer from illustrations; reflect on (and discuss) the order in which people do things in their lives.</p> <p><b>Knowledge:</b> To know the stages of life (Baby, Child, Teenager, Adult, Old age) and who they have in their lives at each different stage; Know that older people also need to be cared for. Know that there are different kinds of families and that people make different choices about what to do in their life as they grow older.</p>
	1	<p><b>Theme: Growing and Changing</b></p> <p><b>Key Question:</b> What can you do now that you couldn't do as a toddler?</p> <p><b>Skills:</b> Make links between growth and change; know who to ask for help and to trust; discuss to develop understanding</p> <p><b>Knowledge:</b> Know about changes in size and strength, as well as growth in independence and resilience; Name body parts and functions.</p>	<p><b>Theme: Valuing Difference</b></p> <p><b>Key Question:</b> What things (besides looks) make us similar or different?</p> <p><b>Skills:</b> Identify the differences/similarities between people; to develop empathy; to begin to appreciate the positive aspects of these differences.</p> <p><b>Knowledge:</b> Know that differences between people do not make them better or worse than each other.</p>	<p><b>Theme: Rules, Rights and Responsibilities</b></p> <p><b>Key Question:</b> In what ways do you look after yourself and your environment?</p> <p><b>Skills:</b> Talk about ways to look after things and what feelings this generates.</p> <p><b>Knowledge:</b> Know the Environmental issues directly affecting the school/pupil/local area; understanding "responsibility" as making or maintaining change</p>	<p><b>Theme: Being my Best</b></p> <p><b>Key Questions:</b> What would you like to do but are finding hard? How does it feel when we are learning something new...and how can we change these feelings?</p> <p><b>Skills:</b> Share an experience where they haven't achieved their goal; Develop their confidence and resilience towards having a growth mindset.; Name a strategy to overcome a hurdle.</p> <p><b>Knowledge:</b> Recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Know that</p>	<p><b>Theme: Keeping Myself Safe</b></p> <p><b>Key Questions:</b> Who helps to keep us safe? How can we help ourselves to keep safe? What makes things safe or unsafe? (Being aware of them and how we use them).</p> <p><b>Skills:</b> Talk about risks and how to manage these; identify people who can help keep them safe; learn road safety.</p> <p><b>Knowledge:</b> Name potential dangers, both inside and outside, and how to avoid getting hurt; Name things in the environment that keep us safe e.g. traffic lights, warning signs, school rules; Talk about how to keep their bodies safe (e.g. with medicines)</p>



## PSHE Curriculum Overview 2023-24

				some skills take a while to learn.		
2	<p><b>Theme: Me and My Relationships</b></p> <p><b>Key Questions:</b> How important are friendships in making us feel happy and secure? How do we choose and make friends?</p> <p><b>Skills:</b> Be able to discuss examples of what good friends do/ do not do. List different friendship qualities.</p> <p><b>Knowledge:</b> Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other.</p>	<p><b>Theme: Valuing Difference</b></p> <p><b>Key Question:</b> Is it ok to have things that makes them different to others?</p> <p><b>Skills:</b> Demonstrate active listening; Suggest strategies (e.g. negotiation) to help foster and maintain positive relationships.</p> <p><b>Knowledge:</b> Know and use words and phrases that show respect for people; to equate respect with acceptance of differences</p>	<p><b>Theme: Keeping Myself Safe</b></p> <p><b>Key Questions:</b> When and where do you feel safe? Who makes you feel safe?</p> <p><b>Skills: learn to recognise the signals that our bodies send when we feel unsafe. Think of actions we could take in unsafe situations</b></p> <p><b>Knowledge:</b> Learn that there is risk in everyday situations and how they can help themselves; know which adults will keep them safe; Know the boundaries are appropriate in friendships, with peers and in the digital world.</p>	<p><b>Theme: Rights and Responsibilities</b></p> <p><b>Key Question:</b> What things do we need, in order to do our best in school?</p> <p><b>Skills:</b> Be able to describe and record strategies for getting on with others in the classroom.</p> <p><b>Knowledge:</b> Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<p><b>Theme: Being My Best</b></p> <p><b>Key Questions:</b> When can we make our own choices? Why do others sometimes choose things for us?</p> <p><b>Skills:</b> Recognise and talk about their own and others' emotions; discuss healthy and unhealthy lifestyle choices.</p> <p><b>Knowledge:</b> Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</p>	<p><b>Theme: Growing and Changing</b></p> <p><b>Key Question:</b> Which parts of our body are private?</p> <p><b>Skills:</b> Understand that the only difference between girls' and boys' bodies are their private parts/genitals.</p> <p><b>Knowledge:</b> Know/name body parts (shared features on the outside; parts seen in a swimming costume; parts seen in the bath/shower; differences between boys and girls)</p>
3	<p><b>Theme: Rules, Rights and Responsibilities</b></p> <p><b>Key Questions:</b> What is a volunteer? What do they help with? Why? What is the difference that their help makes? How might volunteering help the volunteers?</p> <p><b>Skills:</b> use discussion to define a volunteer; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</p> <p><b>Knowledge:</b> Be able to value the different contributions that people and groups make to the community.; Know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</p>	<p><b>Theme: Valuing Difference / Feelings and Emotions</b></p> <p><b>Key Question:</b> Why is listening important?</p> <p><b>Skills:</b> Use respectful language and know how to challenge another's viewpoint, respectfully. Practise cooperation and respect for different viewpoints.</p> <p><b>Knowledge:</b> Understand that self-respect and courtesy to others impacts on choices made. Know that listening keeps you safe crossing roads; helps you learn; also useful for pleasure, for example listening to music; helps to build relationships etc, it shows respect as it demonstrates common courtesy and manners. Learn to listen and respond respectfully.</p>	<p><b>Theme: Keeping Safe</b></p> <p><b>Key Questions:</b> What is the difference between a <i>dangerous</i> and a <i>risky</i> situation?</p> <p><b>Skills:</b> Use role play and discussion to consider risks and how to manage them. Decide on a sequence of actions to minimise risk to themselves.</p> <p><b>Knowledge:</b> Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation.</p>	<p><b>Theme: Healthy Lifestyles/ Growing and Changing</b></p> <p><b>Key Questions:</b> Which do you think is the most important part of the body? Why might it be difficult to pick out the most important part? What can we do to remain healthy?</p> <p><b>Skills:</b> Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain and understand their jobs in the body..</p> <p><b>Knowledge:</b> Know that the body organs work as a team. Describe some ways to keep your body working well and remaining healthy.</p>	<p><b>Theme: Caring for Our Environment/ money</b></p> <p><b>Key Questions:</b> (1) What would happen if no-one took responsibility for looking after the local environment? (2) Does everyone who has a job earn the same amount of money? Why not?</p> <p><b>Skills:</b> (1) design a poster for volunteers and actions; allocate people to tasks; organise resources and refreshments. (2) Be able to justify ranking jobs in order of income, explaining their own criteria</p> <p><b>Knowledge:</b> (1) Understand that their actions can make a difference to others. Suggest ways to undertake a project to tidy the local environment</p> <p>(2) Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill,</p>	<p><b>Theme: Healthy relationships</b></p> <p><b>Key Questions:</b> What does collaboration mean? How does it feel to be working towards a goal with a group of people?</p> <p><b>Skills:</b> working in a team, allocating roles and responsibilities to achieve a shared end result</p> <p><b>Knowledge:</b> Have some skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p>



## PSHE Curriculum Overview 2023-24

					experience, training, responsibility etc.)	
<b>4</b>	<p><b>Theme:</b> Rules, Rights and Responsibilities</p> <p><b>Key Question:</b> What would the world be like if everyone was the same, or very similar?</p> <p><b>Skills:</b> Value differences and see them as learning or tolerance experiences; suggest steps to improve respectful relationships.</p> <p><b>Knowledge:</b> Know that some people 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><b>Theme:</b> Healthy Relationships</p> <p><b>Key Question:</b> Should you always do as your friend suggests?</p> <p><b>Skills:</b> Identify when relationships are not mutually happy; be assertive but respectful; recognise and talk about their own emotions.</p> <p><b>Knowledge:</b> Know how to recognise who to trust/not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>	<p><b>Theme:</b> Valuing Difference</p> <p><b>Key Question:</b> What is the difference between family, friends and acquaintances?</p> <p><b>Skills:</b> Sort relationships by specific features; know how this affects the amount of detail and feelings shown to these groups of people.</p> <p><b>Knowledge:</b> Know that there are many types of different relationships and these affect the way they are with people and what kinds of conversations they have.</p>	<p><b>Theme:</b> Feelings and Emotions</p> <p><b>Key Question:</b> Can different people have different feelings in the same situation?</p> <p><b>Skills:</b> Be able to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings; judge whether what they are feeling and how they are behaving is appropriate and proportionate; Be able to recognise and respond appropriately to a wider range of feelings in others.</p> <p><b>Knowledge:</b> Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p>	<p><b>Theme:</b> Keeping Myself Safe</p> <p><b>Key Question:</b> What does it mean to "be responsible"?</p> <p><b>Skills:</b> Explain how different people in the school and local community help them stay healthy and safe; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe.</p> <p><b>Knowledge:</b> Be able to list different people in their community that help them to be safe and/or healthy (Teacher, Doctor, Police, Crossing patrol, Firefighter, School caretaker, School Administrator, Nurse) but know that they also have their own responsibilities to help them and themselves.</p>	<p><b>Theme:</b> Growing and Changing</p> <p><b>Key Questions:</b> Why do your feelings change as you grow? Does this affect your behaviour?</p> <p><b>Skills:</b> Role play to learn about compromise and develop skills in empathy; Suggest reasons why young people sometimes fall out with their parents.</p> <p><b>Knowledge:</b> Name some positive and negative feelings; Know what puberty means; Understand how the onset of puberty can have emotional as well as physical impact.</p>
<b>5</b>	<p><b>Theme:</b> (1) Rights and Responsibilities (Modified unit to cover Rights Respecting)- first 3 weeks (2) Valuing Difference (remaining 3 weeks)</p> <p><b>Key Questions:</b> (1) What are the rights of every child (as set out in the UNCRC) and how do these apply to our lives in school? (2) How should we behave towards each other in class, at school, at home, with friends (at school or outside school)?</p> <p><b>Skills:</b> (1) To understand the key concept of the UNCRC and the ABCDE of rights. To start to challenge injustice.</p>	<p><b>Theme:</b> Keeping Safe</p> <p><b>Key Question:</b> What does it mean to be "grown up" and when does this happen?</p> <p><b>Skills:</b> To understand the words "independence" and "responsibility" and the link between the two.</p> <p><b>Knowledge:</b> Recognise their increasing independence brings increased responsibility to keep themselves and others safe. Know about people who are responsible for helping them stay healthy and safe; know how they can help these people to keep them healthy and safe.</p>	<p><b>Theme:</b> (1) Rights and Responsibilities: Caring for the environment (3 weeks) (2) Fairtrade/rights (3 weeks)</p> <p><b>Key Questions:</b> (1) What do we mean by 'rights' 'responsibilities' and 'duties'? (2) How does Fairtrade challenge injustice?</p> <p><b>Skills:</b> (1) Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out. (2) Explore what Fairtrade is, how it works and the impact it</p>	<p><b>Theme:</b> (1) Fairtrade Fortnight (2 weeks) (2) Feelings and Emotions (4 weeks)</p> <p><b>Key Questions:</b> (1) How does Fairtrade challenge injustice? (2) What makes a good friend?</p> <p><b>Skills:</b> (1) Explore what Fairtrade is, how it works and the impact it has on the lives of farmers. Begin to challenge injustice and explore ways to promote Fairtrade. Make links with children's rights and the SDGs. (2) Develop empathy (reflecting on how others feel rather than themselves); listening to new ideas;</p>	<p><b>Theme:</b> Healthy Relationships</p> <p><b>Key Questions:</b> What does "bullied" mean? Is it right that people who are different should be bullied?</p> <p><b>Skills:</b> Identify stereotypes (e.g. blue for boys...) and reflect on these. Share ideas on whether bullying is physical or verbal (or both). Discuss ways to stop bullying.</p> <p><b>Knowledge:</b> Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.</p>	<p><b>Theme:</b> Growing and Changing</p> <p><b>Key Question:</b> Does your body only change physically when it turns from a child's body to an adult's body?</p> <p><b>Skills:</b> Recognise how your body feels when you're relaxed; List some of the ways your body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you; make a list of ways to deal with emotions (e.g. deep breathing calm techniques)</p> <p><b>Knowledge:</b> Know how their body will, and emotions may, change as they approach and</p>



## PSHE Curriculum Overview 2023-24

	<p>(2) work in small groups (cooperation and discussion) to enact scenarios and consider consequences of actions and responses</p> <p><b>Knowledge: (1)</b> Be familiar with a number of articles of the UNCRC and how these affect the lives of children in our community and globally. To start to make links with rights and the Sustainable Development Goals.</p> <p>(2) Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way.</p>		<p>has on the lives of farmers. Begin to challenge injustice and explore ways to promote Fairtrade. Make links with children's rights and the SDGs</p> <p><b>Knowledge: (1)</b> Know what can make these duties or responsibilities hard to follow or carry out; Be able to suggest the consequences or impact if they are not followed or carried out; Understand that some of the duties might actually be enjoyable or rewarding.</p> <p>(2) Know what Fairtrade is, how it supports farmers globally and the impact this has on their lives. Be able to name some of the children's rights and SDGs that are linked to Fairtrade's goals. Make links to how climate change can also affect farmers.</p>	<p>discussing differences and changing own thinking as a result of this.</p> <p><b>Knowledge: (1)</b> Know what Fairtrade is, how it supports farmers globally and the impact this has on their lives. Be able to name some of the children's rights and SDGs that are linked to Fairtrade's goals. Make links to how climate change can also affect farmers.</p> <p>(2) Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities.</p>		<p>move through puberty. Understand that there can be a lot of conflict during puberty but this doesn't have to be a bad thing. It can be managed well.</p>
6	<p><b>Theme: Me and My Relationships</b></p> <p><b>Key Question:</b> How can working with others (using negotiation and compromise) make situations better?</p> <p><b>Skills:</b> Be able to explain what is meant by the terms 'negotiation' and 'compromise'; Suggest positive strategies for negotiating and compromising within a collaborative task; Demonstrate positive strategies for negotiating and compromising within a collaborative task.</p> <p><b>Knowledge:</b> Be able to define "negotiation" and "compromise"; See that these skills will be transferrable into everyday situations but also into workplaces in the future.</p>	<p><b>Theme: Valuing Difference</b></p> <p><b>Key Questions:</b> What is discrimination? Why do you think people are picked on? How do you think they feel when this happens?</p> <p><b>Skills:</b> Role play cooperatively to develop empathy with others; discuss feelings; build a bank of ideas for supporting others who face discrimination.</p> <p><b>Knowledge:</b> Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Demonstrate ways of offering support to someone who has been bullied. .</p>	<p><b>Theme: Keeping Myself Safe</b></p> <p><b>Key Questions:</b> How quickly can personal information be shared online? Can it be removed easily?</p> <p><b>Skills:</b> Make links between face-to-face stranger/danger and cyber risks; Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face.</p> <p><b>Knowledge:</b> The importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. Understand the legal age limits for social media platforms.</p>	<p><b>Theme: Rules, Rights and Responsibilities</b></p> <p><b>Key Question:</b> How can you deliver First Aid to someone, without putting yourself at risk?</p> <p><b>Skills:</b> Be able to make a clear and efficient call to emergency services if necessary; Learn basic First-aid, for example dealing with common injuries, including head injuries.</p> <p><b>Knowledge:</b> Increased ability, confidence and willingness to give first aid. Know why they need to protect themselves when administering First Aid</p>	<p><b>Theme: Being My Best</b></p> <p><b>Key Questions:</b> What aspirations and goals do you have? What do you need to do to achieve these goals?</p> <p><b>Skills:</b> To be able to make informed decisions about their health; To identify personal strengths, skills, achievements and interests and understand how these contribute to a sense of self-worth; To consider ways to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p> <p><b>Knowledge:</b> Be able to explain what the five ways to wellbeing are (Connect, Be Active, Take Notice, Keep Learning, Give) Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. Be able to list ways to be healthy- good</p>	<p><b>Theme: Growing and Changing</b></p> <p><b>Key Questions:</b> What does 'puberty' mean? Do you have the right to say what happens to your body? Who can you turn to if you are worried about your own or someone else's safety?</p> <p><b>Skills:</b> Be able to give some examples of physical, emotional and psychological changes associated with puberty; Suggest strategies for someone struggling with changes during puberty;</p> <p><b>Knowledge:</b> Understand what FGM is and that it is an illegal practice in this country; Know where someone could get support if they were concerned about their own or another person's safety.</p>



## PSHE Curriculum Overview 2023-24

					quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, activities and hobbies.	
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