

St Bartholomew's C of E Primary School

PSHE Curriculum Overview



**St Bartholomew's C of E
Primary School**

Early Years Foundation Stage

Personal, social and emotional development (PSED) is one of the prime areas of learning within the EYFS statutory framework and is crucial for children to lead happy and healthy lives. This prime area underpins the learning that takes place within EYFS and provides a foundation for the learning that takes place within PSHE from Year 1-6. Throughout the year, children work towards statements from Development Matters, the non-statutory government guidance, and children in Reception are assessed at the end of the year against the Early Learning Goals. Teachers use the statements from Development Matters to plan the children's learning based around their individual needs and interests.

PSED in Nursery	PSED in Reception
• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.	• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian

PSED Early Learning Goals

Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships: Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.
Show sensitivity to their own and to others' needs.

Year 1		
Autumn 1	Spring 1	Summer 1
<u>How can we look after our feelings?</u> <u>Pupils will learn to:</u> • Recognise and name a range of emotions • Explore what helps them feel calm and happy • Practise simple ways to improve their mood	<u>How do we spend time online?</u> <u>Pupils will learn to:</u> • Develop their awareness of when they are online and offline • Identify activities that can be done online or in person • Begin to recognise when screen time interferes with healthy habits	<u>How can I protect myself and others in daily life?</u> <u>Pupils will learn to:</u> • Explore illnesses and injuries and recognise how germs are spread • Understand the role of different healthcare workers in prevention and treatment • Practise how to ask for help when they or others are unwell or injured
Autumn 2	Spring 2	Summer 2
<u>How can I help myself and others to feel happy and safe?</u> <u>Pupils will learn to:</u> • Explore what makes them and their families special • Explore how to build and maintain happy relationships • Recognise that respect is shown through appropriate behaviour in different contexts	<u>How can I help others and the environment?</u> <u>Pupils will learn to:</u> • Explore ways of caring for babies, young children and pets • Explore how they can improve their school environment • Explore how rules help people to keep everyone safe, happy and treated fairly	<u>How can I stay safe?</u> <u>Pupils will learn to:</u> • Notice dangers in everyday places, for example at home or near roads • Follow simple safety rules and recognise how these rules keep them safe • Ask trusted adults for help to keep themselves and others safe

Year 2		
Autumn 1	Spring 1	Summer 1
<u>How can we look after our bodies?</u> <u>Pupils will learn to:</u> • Look after their bodies to stay healthy and feel good • Explore how movement, sleep, food and drink affect how they feel and how to identify healthy choices • Apply this knowledge to create a healthy daily routine	<u>How are things shared online?</u> <u>Pupils will learn to:</u> • Develop their awareness of online content and begin to recognise that not everything online is suitable for them • Explore how to respond if something makes them feel uncomfortable • Recognise that information shared online cannot always be trusted	<u>How can we look after and respect our bodies as we grow?</u> <u>Pupils will learn to:</u> • Explore how people grow and change as they get older, including recognising physical changes • Name private body parts correctly using scientific vocabulary • Understand privacy and personal boundaries, including recognising how to respect others' personal space
Autumn 2	Spring 2	Summer 2
<u>How can I build safe, kind and caring relationships with others?</u> <u>Pupils will learn to:</u> • Explore how families are unique and celebrate similarities and differences within people and communities • Develop an understanding of personal space, kindness and boundaries • Treat people with kindness and respect and recognise fair and unfair behaviour	<u>How do people belong to a community and earn money?</u> <u>Pupils will learn to:</u> • Explore the different groups they belong to and reflect on similarities and differences • Recognise how decisions can be made fairly by taking everyone's views into account • Explore what money is, where it comes from and how you can earn it	<u>How can I make safe choices in different places?</u> <u>Pupils will learn to:</u> • Explore common hazards in the home and in public spaces • Recognise that people can make them feel unsafe through words, actions or touch • Know that it is always okay to say if they do not like something

Year 3		
Autumn 1	Spring 1	Summer 1
<u>How can I take care of my mind and body?</u> <u>Pupils will learn to:</u> • Describe their own and other's emotions and feelings • Recognise habits that support a good night's sleep • Reflect on how bullying can negatively affect feelings	<u>How should we treat each other online?</u> <u>Pupils will learn to:</u> • Interact respectfully with friends in digital spaces • Respond safely if contacted by someone they do not know • Recognise online bullying and understand how to seek help	<u>How can we prevent illness and injury and respond if they happen?</u> <u>Pupils will learn to:</u> • Understand how hygiene routines help to prevent illness and explore the role of vaccines • Explore sun safety • Apply basic first aid responses for common injuries
Autumn 2	Spring 2	Summer 2
<u>What helps us feel safe and included?</u> <u>Pupils will learn to:</u> • Celebrate what makes them unique and build a sense of self-worth • Express personal boundaries clearly and respectfully • Understand how relationships, including families and friendships, can offer support, care, kindness and shared values	<u>What rights and responsibilities do we have?</u> <u>Pupils will learn to:</u> • Explore children's rights, human rights and why these matter • Care for the environment and why responsible choices are important • Explore how local councils meet the needs of people in the local area	<u>What careers do people choose and why?</u> <u>Pupils will learn to:</u> • Recognise a range of different jobs and why people might choose them • Examine gender stereotypes linked to work and consider why these should not limit career choices • Explore how workplace stereotypes can be challenged

Year 4		
Autumn 1	Spring 1	Summer 1
<u>How can I make healthy choices?</u> <u>Pupils will learn to:</u> • Explore the benefits of keeping active • Recognise the importance of healthy eating and staying hydrated • Identify strategies to help build a growth mindset and explore different ways to be kind	<u>How can I evaluate what I see online?</u> <u>Pupils will learn to:</u> • Consider how information is found and shared online • Develop their critical thinking skills when searching for and evaluating information online • Recognise that some information found online can be misleading or deliberately untrue	<u>How will my body and emotions change as I grow up?</u> <u>Pupils will learn to:</u> • Recognise the physical and emotional changes that occur during puberty • Recognise that these changes are normal and happen at different times for everyone • Explore what periods are and how to manage them
Autumn 2	Spring 2	Summer 2
<u>How can we respect each other?</u> <u>Pupils will learn to:</u> • Recognise respectful and disrespectful behaviours • Build trust and solve challenges in friendships respectfully • Develop an understanding of what stereotypes are and how they can harm others •	<u>How can I spend my money wisely?</u> <u>Pupils will learn to:</u> • Explore the different ways that people can pay for things • Recognise what budgeting means • Explore some of the feelings that money can cause and begin to think about what value for money means	<u>What signs help me recognise what is safe or unsafe?</u> <u>Pupils will learn to:</u> • Take greater responsibility for their personal safety, including spotting warning signs and removing themselves from uncomfortable situations • Explore road and water safety • Distinguish between medicines and harmful substances

Year 5		
Autumn 1	Spring 1	Summer 1
<u>How can I support my mind and body as I grow?</u> <u>Pupils will learn to:</u> • Make informed choices about their health • Practise reading food labels and explore how they can build more movement into their daily routines • Recognise when emotions begin to build up and practise strategies to self-regulate	<u>How am I influenced by what I see online?</u> <u>Pupils will learn to:</u> • Consider how online content can influence people's choices and develop their critical thinking skills when exploring advertising, influencers and online persuasion • Explore why people may be encouraged to spend money, both online and offline • Recognise possible scams and develop strategies to protect themselves	<u>How can I manage the changes to my body and emotions as I grow up?</u> <u>Pupils will learn to:</u> • Recognise the physical and emotional changes of puberty • Explore how these changes can affect feelings, behaviour and relationships • Discuss personal hygiene, kindness and respect, emotional wellbeing, personal boundaries and periods
Autumn 2	Spring 2	Summer 2
<u>Why are healthy relationships important?</u> <u>Pupils will learn to:</u> • Explore what shapes identity and how values and experiences influence choices • Develop an understanding of commitment and support within families and recognise where to get help if home feels unsafe • Identify what makes friendships healthy and learn to manage friendship challenges	<u>How can we make a difference in our communities and beyond?</u> <u>Pupils will learn to:</u> • Explore the roles of people who care for others and learn how community groups help improve local life • Consider how democracy works, including how local councillors listen to community concerns • Recognise how Parliament helps to make decisions that affect the wider society	<u>How can we be in control of our money?</u> <u>Pupils will learn to:</u> • Explore the difference between needs and wants and how this can affect spending choices • Identify what borrowing and interest are and practise creating a simple weekly budget • Explore risks linked to money, including handling money online, keeping money safe and the dangers of gambling

Year 6		
Autumn 1	Spring 1	Summer 1
<u>How do my choices today shape my future wellbeing?</u> <u>Pupils will learn to:</u> • Develop an understanding of emotional responses and how to manage them • Explore how mindset can influence their approach to challenges • Examine how everyday habits, such as sleep and physical activity, can have a long-term impact in the future	<u>How do people become parents and carers?</u> <u>Pupils will learn to:</u> • Use the correct terminology for body parts and learn about consent • Develop an understanding of how babies are conceived, grow during pregnancy and are born • Explore different types of families • Recognise how to get help by making a clear 999 call	<u>How do I feel about being online?</u> <u>Pupils will learn to:</u> • Explore the impact that time online can have on their feelings, mood and sense of self • Reflect on how online experiences compare with in-person relationships • Explore feelings that may arise when access to being online is limited and develop strategies for maintaining a healthy balance
Autumn 2	Spring 2	Summer 2
<u>What does it mean to stand up for myself and others?</u> <u>Pupils will learn to:</u> • Practise respectful behaviour in school, public and online • Set and respect boundaries to build trust • Challenge stereotypes, discrimination and bullying by using upstander strategies	<u>How can we protect everyone's rights?</u> <u>Pupils will learn to:</u> • Develop an understanding of the rights that people have and the responsibilities that come with them • Know what human rights are and why laws exist, including the consequences of breaking the law and how the justice system works • Explore prejudice and discrimination and consider how stereotypes can be challenged to promote fairness and equality • Consider why it is important to respect other people's relationships (Pol-Ed lesson – How can we respect different relationships?) <u>First Aid</u>	<u>How can I stay safe as I grow up?</u> <u>Pupils will learn to:</u> • Assess risks at home and in public and plan ahead to stay safe when out with friends • Manage hazards to stay safe when around railways, roads and water • Resist peer pressure and understand the risks and consequences of drug use • Know what to do when adults try to persuade children to things that don't feel right (Pol-Ed lesson – What is grooming?) • Recognise that carrying a weapon is against the law (Pol-Ed lesson – What is a weapon?) • Know what FGM is and how to access help and support (PSHE Association lesson – FGM)

	<u>Pupils will learn to:</u> • Practise basic first aid responses, including how to stay calm and check a scene is safe • Learn how to assess someone who is unresponsive or not breathing normally	
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