

## PSHE Curriculum Overview.

Substantive knowledge.

By the end of primary school, children should know:

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships.

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who 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.

### Respectful relationships.

- 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.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

### Online relationships.

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

### Being safe.

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

### Mental wellbeing.

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- 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.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

#### Internet safety and harms.

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

#### Physical health and fitness.

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

## Healthy eating.

what constitutes a healthy diet (including understanding calories and other nutritional content).

- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

## Drugs, alcohol and tobacco.

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

## Health and prevention.

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.
- the facts and science relating to allergies, immunisation and vaccination.

## Basic first aid.

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

## Changing adolescent bodies.

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

### Disciplinary knowledge.

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A Coram Y6	<b>Me and my relationships.</b>  Assertiveness  Cooperation  Safe/unsafe touches  Positive relationships	<b>Valuing difference.</b>  Recognising and celebrating difference  Recognising and reflecting on prejudice-based bullying  Understanding Bystander behaviour  Gender stereotyping	<b>Keeping safe.</b>  Understanding emotional needs  Staying safe online  Drugs: norms and risks (including the law)	<b>Rights and respect.</b>  Understanding media bias including social media  Caring: communities and the environment  Earning and saving money  Understanding democracy	<b>Being the best.</b>  Aspirations and goal setting  Managing risk  Looking after mental health	<b>Growing and changing.</b>  Coping with changes  Keeping safe  Body Image  Sex education  Self-esteem
Cycle B Coram Y3	<b>Me and my relationships.</b>  Rules and their purpose  Cooperation  Friendship (including respectful relationships)  Coping with loss	<b>Valuing difference.</b>  Recognising and respecting diversity  Being respectful and tolerant  My community	<b>Keeping safe.</b>  Managing risk  Decision-making skills  Drugs and their risks  Staying safe online	<b>Rights and respect.</b>  Skills we need to develop as we grow up  Helping and being helped  Looking after the environment  Managing money	<b>Being the best.</b>  Keeping myself healthy and well  Celebrating and developing my skills  Developing empathy	<b>Growing and changing.</b>  Relationships  Changing bodies and puberty  Keeping safe  Safe and unsafe secrets
Cycle C Coram Y4	<b>Me and my relationships.</b>	<b>Valuing difference.</b>	<b>Keeping safe.</b>	<b>Rights and respect.</b>	<b>Being the best.</b>	<b>Growing and changing.</b>

	<p>Healthy relationships</p> <p>Listening to feelings</p> <p>Bullying</p> <p>Assertive skills</p>	<p>Recognising and celebrating difference (including religions and cultural difference)</p> <p>Understanding and challenging stereotypes</p>	<p>Managing risk</p> <p>Understanding the norms of drug use (cigarette and alcohol use)</p> <p>Influences</p> <p>Online safety</p>	<p>Making a difference (different ways of helping others or the environment)</p> <p>Media influence</p> <p>Decisions about spending money</p>	<p>Having choices and making decisions about my health</p> <p>Taking care of my environment</p> <p>My skills and interests</p>	<p>Body changes during puberty</p> <p>Managing difficult feelings</p> <p>Relationships including marriage</p>
<p>Cycle D Coram Y5</p>	<p><b>Me and my relationships.</b></p> <p>Feelings</p> <p>Friendship skills, including compromise</p> <p>Assertive skills</p> <p>Cooperation</p> <p>Recognising emotional needs</p>	<p><b>Valuing difference.</b></p> <p>Recognising and celebrating difference, including religions and cultural</p> <p>Influence and pressure of social media</p>	<p><b>Keeping safe.</b></p> <p>Managing risk, including online safety</p> <p>Norms around use of legal drugs (tobacco, alcohol)</p> <p>Decision-making skills</p>	<p><b>Rights and respect.</b></p> <p>Rights, respect and duties</p> <p>relating to my health</p> <p>Making a difference</p> <p>Decisions about lending, borrowing and spending</p>	<p><b>Being the best.</b></p> <p>Growing independence and taking ownership</p> <p>Keeping myself healthy</p> <p>Media awareness and safety</p> <p>My community</p>	<p><b>Growing and changing.</b></p> <p>Managing difficult feelings</p> <p>Managing change</p> <p>How my feelings help keeping safe</p> <p>Getting help</p>