**Overview of PSHE Content 2020\_2021**

Basic Knowledge  Advanced Knowledge Deepened Knowledge

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Nursery | **Mental & Emotional Health**  what makes us happy, how we can make others happy  **Bereavement Curriculum**  I know what makes me happy.  Knows what are good emotions and what are negative emotions  I know ways to communicate with someone what emotion I am feeling  I know the difference between a good and bad secret  Know bad secrets - things that make us feel uncomfortable  Know the difference and know to talk about bad secrets to an adult they trust - recap the 5 on their hands | **Relationships Education** families, who we are & kindness   * Know the things I like and share these * Know that my friends can like different things to me * Know that we can still be friends even though we like different things * Know that everyone in my class is different * Know that I can make friends with anyone * Know who is in my family * Know that all families are different * Know that the people in my family are special * Know who loves me and share this. | **Living in the wider world**  class rules, caring for our class  Know what class rules are  Know why rules are important. | **Keeping safe - school**  how we stay safe in school, being kind  Know and identify dangers in the classroom.  eg. Scissors, cables, trip and slip hazards.  Know and talk about the dangers around school out of the classroom including the playground.  Know who the trusted adults are in school and who they can talk to if they feel unsafe or worried.  Know that speaking to an adult about something they are worried or scared about is a positive thing to do.  Know what unkind behaviour is.  Know where they feel safe and unsafe.  Know how to report to someone if they feel unsafe.  Know that if they feel unsafe out of school they can still report this to the adults at school. | **Healthy Lifestyles**  what foods we eat, washing our hands  To know that plants are grown for food and that fruit and vegetables help us stay healthy  To know how to look after our teeth  To know the importance of washing our hands after using the toilet and before eating  To know how to wash hands properly | **Keeping safe - drugs and alcohol**  rules at school  Know about rules for keeping safe in different situations  Know about who in their community helps keep them safe.  Know what to say or do if I feel unsafe or think something is not safe  Know who to speak to if they aren't feeling well and who can give us medicines.  Know who gives us medicines and who they could speak to if they weren’t feeling well.  Know people who look after me  Know what is an emergency |
| Reception | **Mental & Emotional Health**  what makes us happy, how we can make others happy  I know what makes me happy.  Knows what are good emotions and what are negative emotions  I know ways to communicate with someone what emotion I am feeling  I know the difference between a good and bad secret  Know good secrets that we may keep eg: surprises  Know bad secrets - things that make us feel uncomfortable  Know the difference and know to talk about bad secrets to an adult they trust - recap the 5 on their hands  **Bereavement Curriculum** | **Relationships Education** families, who we are & kindness   * Know the things I like and share these * Know how to make my own mind up * Know how to ask others what they think * Know that my friends can like different things to me * Know that we can still be friends even though we like different things * Know that everyone in my class is different * Know that I can make friends with anyone * Know who is in my family * Know that all families are different * Know that the people in my family are special * Know who loves me and share this. | **Living in the wider world**  class rules, caring for our class  Know what class rules are  Know why rules are important.  Know what our environment is made from. | **Keeping safe - school**  how we stay safe in school, being kind  Know and identify dangers in the classroom.  eg. Scissors, cables, trip and slip hazards. They will discuss how to avoid these dangers.  Know and talk about the dangers around school out of the classroom including the playground.  Know who the trusted adults are in school and who they can talk to if they feel unsafe or worried.  Know that speaking to an adult about something they are worried or scared about is a positive thing to do.  Know what unkind behaviour is.  Know what bullying is.  Know the difference between unkind behaviour and bullying.  Know where they feel safe and unsafe.  Know how to report to someone if they feel unsafe.  Know that if they feel unsafe out of school they can still report this to the adults at school.  Know appropriate share strategies for coping with feeling unsafe out of school. | **Healthy Lifestyles**  what foods we eat, washing our hands  To know that plants are grown for food and that fruit and vegetables help us stay healthy  To know how to look after our teeth  To know the importance of washing our hands after using the toilet and before eating  To know how to wash hands properly | **Keeping safe - drugs and alcohol**  rules at school  Know about rules for keeping safe in different situations  Know about who in their community helps keep them safe.  Know & describe people who help me in school, at home or in the wider environment  Know what to say or do if I feel unsafe or think something is not safe  Know who to speak to if they aren't feeling well and who can give us medicines.  Know who gives us medicines and who they could speak to if they weren’t feeling well.  Know who helps keep them safe in their community  Know people who look after me  Know what is an emergency |
| Year 1 | **Mental & Emotional Health**  what makes us happy, good vs bad secrets & behaviour and how it can affect others.  **Bereavement Curriculum**  I know what makes me happy.  Know a range of emotions  Knows what are good emotions and what are negative emotions  I know ways to communicate with someone what emotion I am feeling  I know the difference between a good and bad secret  Know good secrets that we may keep eg: surprises  Know bad secrets - things that make us feel uncomfortable  Know the difference and know to talk about bad secrets to an adult they trust - recap the 5 on their hands  I know how my behaviour may affect others  Know different behaviours eg: hugging, shouting, pushing, talking etc..  Know the effect these behaviours may have on others (both positive and negative)  Know times in which we should use different behaviours eg: a hug to cheer someone up | **Relationships Education**  liking who I am, playing with others, ages & sharing  Know that ways that we are different and I know how to make my class welcoming  Know that boys and girls can play and like the same things.  Know that boys and girls can play together  Know that we all grow up  Know good things about getting older  Know that everyone is different  Know that you can’t always see the difference  Know that we live in the world  Know that the world is full of different people | **Living in the wider world**  class rules, money & environment  Know what class rules are  Know why rules are important.  Know what British Values are.  Know how class rules embed British Values.  Know where our money comes from  Know what money is used for  Know the value of coins and notes  Know what our environment is made from | **Healthy Lifestyles**  where my food comes from, looking after our teeth & how to keep clean  To know that plants are grown for food and that fruit and vegetables help us stay healthy  To know how to look after our teeth  To know that too much sugar is bad for our teeth  To know the importance of washing our hands after using the toilet and before eating  To know how to wash hands properly | **Keeping safe - school**  how we stay safe in school, bullying  Know and identify dangers in the classroom.  eg. Scissors, cables, trip and slip hazards. They will discuss how to avoid these dangers.  Know and talk about the dangers around school out of the classroom including the playground.  Know who the trusted adults are in school and who they can talk to if they feel unsafe or worried.  Know that speaking to an adult about something they are worried or scared about is a positive thing to do.  Know what unkind behaviour is.  Know what bullying is.  Know the difference between unkind behaviour and bullying.  Know where they feel safe and unsafe.  Know how to report to someone if they feel unsafe.  Know that if they feel unsafe out of school they can still report this to the adults at school.  Know appropriate share strategies for coping with feeling unsafe out of school. | **Keeping safe- drugs and alcohol**  rules, how to stay safe at home and school & emergencies  Know about rules for keeping safe in different situations  Know about who in their community helps keep them safe.  Know & describe people who help me in school, at home or in the wider environment  Know what to say or do if I feel unsafe or think something is not safe  Know that household products, including medicines, can be harmful and dangerous if not used correctly.  Know who to speak to if they aren't feeling well and who can give us medicines.  Know and describe several things that can help and harm the body.  Know who gives us medicines and who they could speak to if they weren’t feeling well.  Know who helps keep them safe in their community  Know how to get help and skills to keep themselves safe  Know people who look after me  Know what is an emergency  Know that 999 is an emergency number and can be dialled to get help in an emergency |
| Year 2 | **Mental & Emotional Health**  small feelings and big feelings, change and loss & teasing and bullying  **Bereavement Curriculum**  Know the difference between small and big feelings    Know different feelings we may have  Know the difference between big feelings and small feelings (big feelings don’t go away)  Know how changes can make us feel eg: moving home, losing a pet etc  Know how to keep safe online    Know the differences between online, road, cycle, rail, water and fire safety  Know that different situations means that we need to use different strategies to stay safe  Know rules for ways to keep safe  Know what makes others happy  Know different emotions  Know how to recognise how someone is feeling  Know what teasing and bullying are  Know and understand strategies to resist bullying and teasing | **Relationships Education** diversity, feeling proud, understanding & working with others  Know what diversity is  Know that our school is a diverse place  Know that our community is diverse  Know that the UK/Manchester is a diverse place to live  Know that I live in the world  Know that there are people who are different from me  Know I can share the world with different people  Know that I can get along with different people  Know that things can go wrong  Know that when things go wrong we may feel embarrassed  Know how to find a solution to an issue  Know that some bodies work in different ways  Know things that people are good at  Know that everyone in my class is different  Know how to work with anyone in my class  Know that I like working with different people | **Living in the wider world** groups and communities, choices when spending money & caring for the environment  Know what groups and communities I belong to.  Know how decisions are made over how we spend our money.  Know what savings mean  Know why one might save  Know who looks after our environment  Know how we can look after our environment | **Healthy Lifestyles**  foods we eat, being active, prevention of spreading disease  To know some of the ways we can keep our bodies healthy, including by eating healthy food  To know the importance of drinking water  To know that being active in different ways every day helps us to have a healthy body  To know that keeping clean can help to stop the spread of germs/bacteria | **Keeping safe - school**  how we stay safe in school, bullying, reporting concerns  Know and identify dangers in the classroom.  eg. Scissors, cables, trip and slip hazards. They will discuss how to avoid these dangers.  Know and talk about the dangers around school out of the classroom including the playground.  Know who the trusted adults are in school and who they can talk to if they feel unsafe or worried.  Know that speaking to an adult about something they are worried or scared about is a positive thing to do.  Know what unkind behaviour is.  Know what bullying is.  Know the difference between unkind behaviour and bullying.  Know where they feel safe and unsafe.  Know how to report to someone if they feel unsafe.  Know that if they feel unsafe out of school they can still report this to the adults at school.  Know appropriate share strategies for coping with feeling unsafe out of school | **Keeping safe- drugs and alcohol**  safe use of medicines and household substances  Know who helps us when we are unwell.  Know that medicine should be given by a trusted adult.  Know people who help us when we are unwell.  Know what to do when feeling unwell.  Know that household products, including medicines, can be harmful and dangerous if not used properly  Know rules for keeping substances safe  Know that some items in the home can be dangerous or harmful  Know hazard symbols commonly used household products  Know about the shared responsibility for keeping themselves and others safe  Know about keeping safe in the local environment  Know that there are rules for different situations  Know the importance of rules to keep me safe |
| Year 3 | **Mental and Emotional Health** how feelings affect our behaviour, communicating online, how to look after our mental health  **Bereavement Curriculum**  Know how their feelings affect their behaviour  Know what are positive feelings  Know what are negative feelings  Know how they can manage their feelings  Know some ways we are communicating online  Know what they are good at  Know how they can look after their mental health  Know what self-esteem is  Know ways to communicate online  Know who to talk to if they are concerned about online communication | **Relationships Education** difference, discrimination & solutions  Know that we are all different  Know how difference can make people feel excluded  Know how we can make people feel included  Know how someone may be made feel like an outsider  Know that there are no outsiders in our school  Know how we can make people feel included  Know where some problems come from  Know how to find a solution to a problem  Know why it’s hard to be different  Know how to help someone to be strong  Know why we accept people’s differences  Know the behaviour that makes someone feel like an outsider  Know how to make someone feel welcome | **Keeping safe - back to school** how we stay safe in school, bullying, how to help others  Know and identify dangers in the classroom.  eg. Scissors, cables, trip and slip hazards. They will discuss how to avoid these dangers.  Know and talk about the dangers around school out of the classroom including the playground.  Know who the trusted adults are in school and who they can talk to if they feel unsafe or worried.  Know that speaking to an adult about something they are worried or scared about is a positive thing to do.  Know what unkind behaviour is.  Know what bullying is.  Know the difference between unkind behaviour and bullying.  Know where they feel safe and unsafe.  Know how to report to someone if they feel unsafe.  Know that if they feel unsafe out of school they can still report this to the adults at school.  Know appropriate share strategies for coping with feeling unsafe out of school. | **Healthy Lifestyles**  healthy diets, keeping safe in the sun & oral and personal hygiene  To know that the Eatwell Guide shows us foods we can eat to stay healthy  To know that a balanced, healthy diet must include food from different food groups  To be able to identify ways of keeping safe in the sun and understand the consequences of not staying safe in the sun  To know that simple hygiene routines can prevent the spread of bacteria and viruses | **Keeping safe - drugs and alcohol**  smoke, risks & emergencies  Knowing that second-hand smoke can make it more difficult for us to breathe.  Know what helps us with breathing and how it can sometimes be more difficult to breathe.  Know about managing risk in different situations and keep safe  Know what is meant by high/low risk  Know potentially positive and negative risky behaviour  Know about people who work in the community and what their roles are  Know how to get help, including in an emergency  Know how to ask for help (in a range of situations)  Know how to dial 999 and what to say to get help in an emergency | **Living in the wider world** rules of law, British communities and global communities & links between work and money  Know about why rules are made and how they keep us safe  Know and practical examples for why different rules are needed in different situations  Know why rules and laws are made and why they are important  Know what might happen if rules and laws are broken  Know about the similarities and differences between my local and global communities.  Know what ‘community’ means  Know examples of different communities that they belong to  Know people in the communities that help (parents/friends of the school, committees, voluntary helpers)  Know why people may volunteer to do things in a community  Know what a global community is  Know the connection between earning money and jobs.  Know what it means to be ‘enterprising’. |
| Year 4 | **Mental and Emotional Health**  overcoming emotions, responsibilities, discrimination  **Bereavement Curriculum**  To know what resilience is  Know how to overcome emotions through problem-solving  Know what it means to have responsibility over choices and actions  Know how to keep safe online  Know how to protect personal information online.  Know how to respond to requests for images of them.  Know what is meant by discrimination  Know what a consequence is  Know what is meant by teasing, bullying and aggression  Know what cyber bullying is and what trolling means | **Relationships Education** assertiveness, marriage, barriers & being ourselves  Know what the word ‘assertive’ means  Know why being assertive can sometimes be hard  Know what marriage is  Know who can get married in the UK  Know why people choose to get married  Know that people speak different languages  Know how language can be a barrier  Know ways to overcome barriers  Know that we all have choices  Know why it is good to learn about new things  Know why it is good to learn about different things  Know that people don’t always speak up  Know why people don’t always speak up  Know that everyone should be proud of themselves | **Healthy Lifestyles**  sleep, fuel for our bodies, how to recognise when we are ill  To know about the importance of good sleep  To know that food is needed to provide energy for the body  To know that simple hygiene routines can prevent the spread of bacteria and viruses | **Keeping safe - drugs and alcohol** assessing risk and danger, self control & legal and illegal drugs  To know about identifying, assessing and managing risk in a range of situations  To know that self-control is a skill that can help us in life.  To know how to apply self-control in life.  To know how to identify that some drugs help us, some are age-restricted, and some are illegal.  To know that some drugs can be harmful. | **Relationships Education**  puberty, maintaining relationships with family and friends, boundaries & our relationship with the wider world  (Ten:Ten)  Know how our bodies change during puberty  Know how our bodies change during puberty  Know how we feel during these changes  Know to be thankful for who we are  Know how to maintain a relationship with friends, family and myself  Know the relationships that we have are important  Know how to recognise when things feel bad and how to manage this  Know how to keep themselves safe  Know the relationship I have with the wider world  Know what relationships we have with the wider world eg: with the environment, with strangers, with charities etc…  Know how God may help us to help others - charity work  Know ways in which we can raise money for charities | **Living in the wider world**  rights of the child, how to look after our money, sustainability.  Know that everyone has human rights and that children have their own set; the UN Declaration of the Rights of the Child.  Know what is meant by a ‘basic human right’  Know why rules and laws are made specifically to protect children  Know what is meant by the UN declaration on the Rights of the Child  Know some human rights that relate to their lives and are important to them  Know that human rights take precedence over any other laws or behaviours (including cultural, family, community or religious practices)  Know why it is very important that people speak out about human rights  Know about how people look after their money, from spending to saving.  Know a range of forms of payment the reasons for using these (other than coins and notes)  Know different ways of keeping track of money and why this is important  Know a simple plan for my spending and saving choices and stick to it  Know how money is important in people’s lives and that different people have different feelings and attitudes to spending and saving money.  Know about what it means to live in a sustainable environment  Know what the earth’s resources are used for (electricity, heating, food, paper, fuel etc.)  Know that there is a limited supply of the earth’s resources  Know what can be done in school to help environmental sustainability (e.g. paper recycling, saving water, composting, saving energy)  Know how if one group of people use all the resources there are not enough for others and how this relates to the environment |
| Year 5 | **Mental and Emotional Health**  understanding feelings, how our brain functions, negotiating and compromising & online safety  **Bereavement Curriculum**  Know what positively and negatively affects their physical, mental and emotional health  Know how to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these  Know how to listen and respond respectfully to a wide range of people  Know how to feel confident to raise their own concerns  Know how to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others’ points of view  Know how to work collaboratively towards shared goals  Know how to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise  Know how to give rich and constructive feedback and support to benefit others as well as themselves  Know how to use mobile phones responsibly: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)  Know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request | **Healthy Lifestyles**  stopping the spread of infection, nutritional content of food & decision making    To know how the spread of infection can be prevented  To know about the benefits of a balanced diet  To know about developing skills to make their own choices about food | **Relationships Education** learning from our actions, justifying actions, helping others, acceptance  Know why people fight in wars  Know that Britain fought in to World Wars  Know why we remember those who died in the First and Second World War  Know that sometimes we have to make difficult decisions  Know how to justify their actions  Know that people have different experiences than others.  Know to empathise with others.  Know that art can demonstrate freedom  Know that art has caused political issues  know that there are different people living in my community  Know to accept everyone even for their differences | **Keeping safe drugs and alcohol**  risk and dares, habits & influences  To know that actions (relating to dares) lead to consequences.  To know how to be confident in responding to dares.  To know what is meant by the term ‘habit’ and why habits can be hard to change.  To know that there are many different influences that can be both positive and negative. | **Relationships Education**  changes during puberty, boundaries, personal relationships affecting our lives & our relationship with the wider world  (Ten:Ten)  Know that we change physically and emotionally during puberty  Know the changes that happens both boys and girls during puberty  Know strategies to manage strong emotional feelings  Know how life in the womb works  Know that women menstruate every month and the process of this  Know how personal, close relationships can affect our lives  Know that sometimes peer pressure can be both spoken and unspoken  Know that consent is important when forming relationships  Know that often how we feel impacts how we behave to others  Know the relationship I have with the wider world  Know what relationships we have with the wider world eg: with the environment, with strangers, with charities etc…  Know how God may help us to help others - charity work  Know ways in which we can raise money for charities | **Living in the wider world**  making and changing rules, Fair Trade & enterprising skills  Know why we make rules and laws and how and why we may change them.  Know some rules and laws that exist to keep us safe and healthy  Know examples of how rules and laws are made and enforced  Know what steps people can take to make and change rules (class/school council, writing to ward councillor, local MP)  Know why different rules are needed in different situations  Know about the need for Fair Trade due to how resources are allocated and the effect this has on individuals, communities and the environment  Know the different resources (money from taxes / environmental) that people and societies need and use  Know how environmental resources are in limited supply  Know who makes the decisions about how the resources are allocated and how they can be sustained and the importance of having Fair Trade  Know the impact of these decisions on individuals, communities and/or the sustainability of the environment  Know my enterprise skills by creating and selling a sustainable product that uses the principles of Fair Trade.  Know some of the steps needed to set up an enterprise project  Know that being enterprising may mean taking a risk  Know what enterprise means and give some examples (from school, local or wider community)  Know how research can help find out if an enterprise will be successful  Know why it is important to have people who are ‘enterprising’ in our society (job creation, inventors, different ways of doing things) |
| Year 6 | **Mental and Emotional Health**  challenging negative thoughts, stereotyping,the internet and our mental health  **Bereavement Curriculum**  Know what positively and negatively affects their physical, mental and emotional health  Know and deepen their understanding of good and not so good feelings  Know how to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others  Know that they may experience conflicting emotions and when they might need to listen to, or overcome these  Know how to recognise and challenge stereotypes  Know the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help)  Know what positively and negatively affects their physical, mental and emotional health  Know strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others | **Relationships Education:** diversity, discrimination, racism  Know what diversity is  Know to accept people who may seem different  Know that living in the UK means accepting and celebrating diversity.  Know why some people may want to hide their identity  Know how people can be labelled by rumours and assumptions  Know ways to identify and stand up to prejudice  Know how to challenge rumours  Know what prejudice is  Know what can happen when racism is not challenged  Know how to challenge racist behaviour  Know that we grow up  Know and understand the cycle of life  Know we have rights  Know we can decide how to live our lives when we grow up  Know I can be what and who I want to be | **Healthy Lifestyles**  how mental and physical health is connected, keeping physically healthy, planning healthy meals  To know about how the choices we make can influence our physical and mental health and wellbeing  To know how to make informed choices that contribute to a balanced lifestyle  To know about the benefits of a balanced diet and what factors might influence people’s choices in relation to what they choose to eat and drink  To know about developing the skills needed to make their own informed choices about their diet | **Keeping safe - drugs and alcohol**  how drugs affect our bodies, peer & first aid  To know which, why and how, commonly available drugs can damage health and safety and the law relating to these  To know that we are influenced to behave in positive and negative ways from a variety of sources (including people we know and the media).  To know about what to do in an emergency | **Relationships Education**  understand emotional and physical changes of puberty, personal relationships & our relationship with the wider world  (Ten:Ten)  Know that we change physically and emotionally during puberty  Know the changes that happens both boys and girls during puberty  Know strategies to manage strong emotional feelings  Know how life in the womb works  Know that women menstruate every month and the process of this  Know how personal, close relationships can affect our lives  Know that sometimes peer pressure can be both spoken and unspoken  Know that consent is important when forming relationships  Know that often how we feel impacts how we behave to others  Know the relationship I have with the wider world  Know what relationships we have with the wider world eg: with the environment, with strangers, with charities etc…  Know how God may help us to help others - charity work  Know ways in which we can raise money for charities | **Living in the wider world**  being critical of the media, managing money and debt & what do I want to be? (jobs)  Know how to be critical of what they see in the media.  Know some potential dangers of accepting information ‘at face value’  Know how some of our views and choices are influenced by the way in which the media present information to us (e.g. advertising, reviews, reality TV, gossip etc)  Know how the media can appear to reinforce stereotypes in society (such as about gender, disability, young people, older people)    Know how people manage money and what is meant by the terms ‘tax’, ‘loan’, ‘interest’ and ‘debt’.  Know why people may borrow money (e.g. loans, credit cards)  Know the differences between credit and debt and what is meant by ‘interest’  Know the importance of being a critical consumer when it comes to saving or borrowing money  Know where people can access reliable information on spending, saving money or borrowing and how this will help make the most of their money  Know why money is deducted from earnings (tax) to provide things we all need  Know what it means to have a ‘career’ and to consider what I am interested in as a career.  Know things I have enjoyed learning in the past and explain why  Know the importance of having goals and aspirations and identify my own aspirations;  Know that a person’s career is their pathway through learning, work and life |