**Overview of PSHE Content Year 1-6**

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|  | **Autumn 1****Keeping Safe** **(IMatter)**(7 weeks) | **Autumn 2****Living in the Wider World** **(IMatter)** (7.5 weeks) | **Spring 1** **Mental & Emotional Health****(IMatter)**(6 weeks)  | **Spring 2****No Outsiders****Equality Act 2010**(6.5 weeks) | **Summer 2****Relationship and Sex Education****(Ten:Ten**)(6 weeks | **Summer 1****Healthy Lifestyles****(IMatter)** (5 weeks) |
| Year 1 | 1) Class Charter, Zones of regulation, Tool Kit 2) Gimme 53) Action Reaction4) What are the rules for keeping me safe at school and outside?5) What are rules about household substances? 6) What is an emergency and what do I do? | 1) What are class rules? (British Values) 2) Where does our money come from? 3) What is the environment? | 1) What makes me happy? What are feelings? 2) What is the difference between good secrets and bad secrets? 3) How does my behaviour affect others? | 1) To like the way I am2) To play with boys and girls3) To recognise that people are different ages4) To understand that our bodies work in different ways5)To understand that we share the world with lots of different people | **1) I am unique****(in Year 2 section of Life to the Full)**To learn that we are unique, with individual gifts, talents and skills.**2) Feeling Inside Out****(in Year 2 section of Life to the Full)**To understanding that feelings and actions are two different things, and that our good actions can ‘form’ our feelings and our character.**3) Being Safe** To understand safe and unsafe situations, including online.(E-safety)**4) Special people** To identify special people’ (their parents, carers, friends, parish priest) and what makes them special.**5) Physical contact** *45 minutes (1 session option) OR 25 and 25 minutes (2 session option)*To know that they are entitled to bodily privacy;NSPCC – PANTS session | 1) What foods should I eat?2) How can I look after my teeth?3) Why is it important to wash my hands? |
| Year 2 | 1)Class Charter, Zones of regulation, Tool Kit 2) Gimme 53) Action Reaction4) How do medicines help us when we are unwell? 5) How do I keep safe at home? 6) What is my responsibility for keeping myself and others safe? | 1) What groups and communities I a part of? 2) How do we make choices about spending money? 3) How can we look after the environment? | 1) What is the difference between small feelings and big feelings? 2)How can I keep safe online?3) What makes others happy? What is the different between joking, teasing and bullying? | 1) To understand what diversity is2) To understand how we share the world 3) To understand what makes someone feel proud4)To feel proud of being different5) To be able to work with everyone in my class | 1 **) Feelings, Likes and dislikes** To understand that we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc);**2) The cycle of Life**Children will know and appreciate that there are natural life stages from birth to death, and what these are**3) Clean and Healthy** *(refer to Healthy Lifestyles LO and ensure no repetition***)**To know our bodies are good and we need to look after them;How to maintain personal hygiene.**4) Physical contact****Repeat of Year 1 session** *45 minutes (1 session option) OR 25 and 25 minutes (2 session option)*To know that they are entitled to bodily privacy;NSPCC – PANTS session**5) Girls and Boys** **(My body)** *(non-genitalia version)*To understand that girls and boys have been created by God to be both similar and different and together make up the richness of the human family. | 1) How do I keep myself healthy? 2) Why is it important to keep active? 3) How can I prevent diseases spreading? |
| Year 3 | 1) Class Charter, Zones of regulation, Tool Kit 2) Gimme 53) Action Reaction4) What happens when I breathe smoke in the air? 5) How do I recognise risks in my life? 6) What do I do in an emergency?  | 1) How do rules and law protect me? 2) What is the difference between my local British communities and global communities? 3) What are the links between work and money? | 1) How do my feelings affect my behaviour? How can I manage my feelings? 2) What are the ways we communicating online? 3) What am I good at? | 1) To understand how difference can affect someone2) To understand what ‘discrimination’ means3) To find a solution to a problem4) To use strategies to help someone who feels different 5) To be welcoming  | **1) Friends, Families and Others**That there are different types of relationships including those between acquaintances, friends, relatives and family.**2) What am I feeling?** **(in Year 4 section of Life to the Full)**To understand that emotions change as they grow up (including hormonal effects);3) **Physical contact** To know that they are entitled to bodily privacy;NSPCC – PANTS session. Guidance available in Year 1 section to adapt **4) Safe in my body**To judge well what kind of physical contact is acceptable or unacceptable and how to respond | 1) What is a healthy diet? What is an unhealthy diet? 2) How do I keep safe in the sun? 3) Why is personal hygiene important? |
| Year 4 | 1) Class Charter, Zones of regulation, Tool Kit 2) Gimme 53) Action Reaction4) How do I manage risks in my life? 5) What is self-control? 6) What is the difference between legal and illegal drugs? Are all drugs harmful? | 1) What are the rights of the child?2) How do we look after our money? 3) What is sustainability? | 1) What is resilience?2) What does it mean to have responsibility over my choices and actions? 3) What is discrimination?  | 1) To know when to be assertive 2) To understand why people choose to get married3) To overcome a language barrier 4) To ask questions5) To be who you want to be  | 1) **Physical contact** To know that they are entitled to bodily privacy;NSPCC – PANTS sessionGuidance available in Year 1 section to adapt**2) What is puberty?**Learn what the term puberty means. Learn when they can expect puberty to take place;**3) Changing Bodies**Learn correct naming of genitalia;Learn what changes will happen during puberty4) **Boy/Girl discussion groups** The aim of this session is to provide a safe space for discussion about changes they will face throughout puberty and how these changes might make them feel.**5) Life Cycles** To understand how conception and life in the womb fits into the cycle of life | 1) How do I make sure I sleep well?2) What is fuel for the body? 3) How do I know if I’m physically ill? |
| Year 5 | 1)Class Charter, Zones of regulation, Tool Kit 2) Gimme 53) Action Reaction4) How do I respond to dares? 5) What are ‘habits’? 6) Who or what influences me? | 1) How are rules and law made and changed? 2) What is Fair Trade? 3) How can I develop my enterprise skills? | 1) What is mental health? 2) How do I negotiate and compromise?3) How do I stay safe on a mobile or tablet?4) How can I be happy being me? (body image) | 1) To learn from our past2) To justify my actions 3)To recognise when someone needs help4) To appreciate artistic freedom5) To accept people who are different from me | 1) Do you want a piece of cake?Understand what consent and bodily autonomy means2) **Physical contact** To know that they are entitled to bodily privacy;NSPCC – PANTS sessionGuidance available in Year 1 section to adapt**3) Types of Abuse***follows on from internet safety (covered in MEH and stand-alone e-safety session*)Children will be introduced to the term ‘abuse’ and discuss the different kinds of abuse, including sexual. Children will be asked to think of trusted adults that they can talk to about any issues they may face.**4 )Girls Bodies**  ***These sessions to be run in tandem to one another.*** **(in Year 6 section of Life to the Full)**About the unique growth and development of humans, and the changes that girls will experience during puberty.About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life.4) Boys Bodies **(in Year 6 section of Life to the Full)**About the unique growth and development of humans, and the changes that boys will experience during puberty. | 1) How can we stop the spread of infection?2) Why is it important to know about nutritional content of food?3) Spots and Sleep (ten:ten)To learn that good choices regarding rest, sleep, exercise, personal hygiene and diet will have a positive impact on their health.  |
| Year 6 | 1) Class Charter, Zones of regulation, Tool Kit 2) Gimme 53) Action Reaction4) How do drugs affect the mind and body? 5) How do I manage peer pressure? 6) What are basic emergency first aid skills? | 1) Why is it important to be critical of the media online and offline?2) How do people manage money?3) What do I want to be?  | 1) How can I challenge negative thoughts and feelings? 2) What is stereotyping? 3) How can the internet positively and negatively affect our mental health?  | 1) To promote diversity2) To stand up to discrimination3) To challenge the cause of racism 4) To consider how my life may change as I grow up5) To recognise my freedom | 1) **Peculiar/Funny feelings** To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action.That some behaviour is wrong, unacceptable, unhealthy or risky.2) **Body Image**To recognise that images in the media do not always reflect reality and can affect how people feel about themselvesThat thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media**3) Emotional Changes** To learn how to manage feelings that can seem uncontrollable.Pupils will develop a greater understanding of things that help their emotional well-being**4) Menstruation Girl only session**About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life;Some practical help on how to manage the onset of menstruation.**5) Making Babies (part one only)**How a baby grows and develops in its mother’s womb. | 1) How is my mental and physical wellbeing connected? 2) How do I keep physically healthy? 3) Can I plan and prepare a healthy meal?  |