Overview of PSHE Content

We aim to give children a broad experience of PSHE topics, allowing them the time to take ownership of their learning, enabling them to understand how they can keep themselves healthy; mentally, physically and spiritually.

	Autumn 1 All About Me	**Autumn 2** Keeping safe	**Spring 1** Wellbeing	**Spring 2** Understanding the Law	**Summer 1** Relationships	**Summer 2** Equality & living in the wider world
Resources	Colour monster Think equal	Pol-ed Think equal	Pol-ed Think equal	Pol-ed Think equal	Ten:ten Think equal	No outsiders
Nursery	-Introduction of emotions -Gimme 5 -Class charter -Me, myself and I -Colour monster- when we are sad -emotions -consent: my body belongs to me	-colour monster, self check ins -how can I play safe? -tidying up safely -who's who? (keeping safe) -class charter -taking risks	-recap session -germ buster -our bodies (pantosaurus) -what is self worth? -healthy choices -how does food help me?	-recap session -what are rules? -what are consequences? -who are the police and how do they help us? -what is respect? -expections and rules- home and school	-me, you, us -You've got a friend in me -forever friends -how can I play nicely with others? -what is empathy? -kind relationships	-its okay to like different things -to say hello (making friends) -different families -its okay to like the same thing -being different- is there anyone like me? -moving on up. Hello, Friend! (transition)
Reception	Introduction to emotions -gimme 5 -class charter -marvelous me -feelings come and go -safe vs unsafe touch (consent) -emotions	-keeping safe when angry- Ted the tiger -safe inside and out -how to keep safe at home -people who help us -taking risks- how to keep safe	-recap session -Self care- keeping clean -my body, my rules (consent) -what is self worth? -how does exercise help me?	-recap sessions -agreements to keep a kind, caring room -What are consequences? -who are the police, what is their role? -what is respect? -exploring sensations	-head, shoulders, knees and toes -i like, you like, we all like -all the feelings -growing up -what is empathy -kind relationships- monster in the smoke	Okay to like different things- (you choose) To make different friends- Blue Chameleon -talk about different families- Francisco's family -what makes me different- Super duper you Transition- colour monster goes to school

Year 1	-emotions and the colour monster -class charter, gimmie 5 -asking permission and listening (NSPCC) -hand wash heroes -being a good friend -I like the way I am	-how can I use things at home safely? -what is private information? -how can I keep safe in new places? -how can I speak up? -what is 999?	-how can I be an empathy expert? -how can I share my feelings? -what do feelings feel like? -what makes me special? -self care- exercise, rest and food -empathy- talk about feelings	-How can I be responsible -what can happen when rules are broken? -what do police do? -why have different rules in different places? -role of the internet and information sharing -	-future planning -I am unique -feelings inside out -Real life online -Special people -Physical contact/ consent	-I like the way I am (Elmer) -to like myself (I love me) -to join in (going to the volcano) -to ask for help (Errol's garden -to make you feel welcome (the boy who loved everyone) -to work together (bathe the cat)
Year 2	-class charter (rights and responsibilities) -emotional toolkit -consent -self care: Dental hygiene -communication and friendship skills -protected characteristics	-what are the different types of meetings? -what are safe medicines? -what are private body parts? -what is fire safety? -How can I keep safe online? -informed decision making	-how can I deal with change? -how can I look after my body? -what are the risks of videogaming? -what does it mean to be healthy? -when do I need to take a break? Why is sleep important?	-what are needs and wants? -what is a job? -what is money? -what is the internet? -why does age matter? -resilience	-feelings, likes and dislikes -the cycle of life -clean and healthy -girls and boys -physical contact/consent -why are relationships important?	-to welcome different people (Can I join your club?) -I know I can be what I want (Splash) –To consider what makes a good friend (Amazing) -to have self confidence (how to be a lion) -different families (is that your mama?) -to know I fit in (the perfect fit)
Year 3	-class charter -emotional toolkit -consent: relationships & personal space -self care -communication and friendship -protected characteristics -class interest	-what do we mean by risk? -what are emergency services? -how can I share my worries? What are emergency situations -when should I break a secret	-how can intense feelings feel? -how can vaccinations support our health? -how does school help me? -what am I good at? -what is mental health? -what words can I use to talk about my feelings?	-how do we enforce the law? -how can I be a responsible citizen? -what is the law and why do we have it? -what are children's rights? -self worth	-understanding risk -friends, families and others -what am I feeling? -safe in my body -consent my body, what I say goes -what can I do if a friendship goes wrong?	-to understand discrimination (this is our house) -to understand what a by stander is (we're all wonders) -to recognise a stereotype (the truth about old people) -to show respect (nefertiti) -show welcoming behaviour (Shu Lin's Grandpa) -to find common ground (Aalfred and Aalbert)
Year 4	-class charter -emotional toolkit	**-how can we keep safe on the road?**	-how can I be a hygiene hero?	-what are protected characteristics? -what is hate crime?	-Passport session- fact finding -what is puberty? -changing bodies	To help someone be how they are (red a crayons story)

	Consent: personal space (book: say something) -self care -communication and friendship skills -friendships scenarios -class interest	**-how can I keep safe in my local area?** **-what hazards are in the home?** **-who do I encounter?**	-how do my choices help me to be healthy? -how does school build my character? -what are healthy habits? -why is food fuel? -what is my body trying to tell me?	How can I respect my environment? -what can I be? -passport lesson- empathy	-boy/girl discussions groups -life cycles -	-to look after my mental health (when sadness comes to call) -to be proud of who I am (Julian is a mermaid) -to speak up (my beautiful voice) -to understand how families change (remixed) -to consider how my language affects others (my brother George)
Year 5	-class charter -emotions toolkit -consent relationships (online safety) -self care -communication and friendship skills -whatsapp lesson -class interest	To explore friendship (the girls) -to explore friendships (the boys) -exchange dialogue and express opinion (a Tango makes three) -to achieve self acceptance (my shadow is pink) -to consider a response to racist behaviour (mixed) -try not to judge by appearance (Milo imagines the world)	Chameleon Introduction Session Burglary, Robbery and Theft Vehicle Crime (beer goggles session) Anti-social behaviour Drugs Domestic Violence Self Defence -passport lesson		-passport session- resilience -do you want a piece of cake? -confidence vs control -types of abuse -girls session -boys session -	-how might drugs and alcohol make people feel? -how might online impact the way I feel? -How might my activity levels impact how I feel -How might puberty impact the way I feel? -how might school impact the way I feel? -what is my personal identity
Year 6	-class charter -emotions toolkit -consent relationships (online safety) -self care -communication and friendship skills -whatsapp lesson -class interest	-to consider the causes of racism (the island) -to show acceptance and non judgment (introducing teddy) -to consider attitudes towards disability (you're so amazing) -to help someone be who they are (saving the butterfly) -to consider democracy (a day in the life of Marlon Bundo)	Chameleon Internet Safety Energy Drinks Water Safety Knife crime Vaping awareness County lines (2/2 sessions) -passport session		-passport session understanding risk -body image -emotional changes -girls session (menstration & puberty) -boys session (puberty) -making babies part 1 -making babies part 2	-how can I manage moving to high school positively? -how can I re-frame my thinking? -how can I seek support for my mental health? -what does adulthood look like? -what is grief? -to consider how experiences shape us Passport session-