

Curriculum Overview PSHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Being me</u>	<u>Celebrating differences.</u>	<u>Dreams and goals.</u>	<u>Healthy me</u>	<u>Relationships</u>	<u>Changing Me</u>
EYFS	Self identity Understanding feelings.	Identifying talents Being special Families and friends.	Challenges Perseverance Goal-setting Jobs Achieving goals.	Exercising bodies. Physical activity Healthy food Sleep Keeping clean/safety	Family life Friendships Falling out Dealing with bullying	Bodies Respecting my body. Growing up. Growth and change.
Year 1	Feeling special and safe.	I can tell you some ways I am different from my friends.	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.	I can tell you why I appreciate someone who is special to me.	I can identify the parts of the body that makes boys different to girls and can use the correct names for these.
Year 2	Rights and responsibilities.	I can identify some ways in which my friend is different from me.	I can explain some of the ways I work cooperatively in my group to create the end product.	I can make some healthy snacks and explain why they are good for my body.	I can identify some of the things that cause conflict between me and my friends.	I can recognise physical differences between boys and girls and appreciate that some parts of my body are private.
Year 3	Setting personal goals and self-identity.	I can tell you about a time where my words affected someone's feelings and what the consequences were.	I can evaluate my own learning process and identify how it can be better next time.	I can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go for help.	I can explain how some of the actions and work of people around the world help and influence my life.	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary.
Year 4	Being a school citizen. Rights, responsibilities and democracy.	I can tell you a time when my first impression of someone changed as I got to know them.	I know how to make a new plan and set new goals even if I have been disappointed.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.	I can explain different points of view on an animal rights issue.	I can identify what I am looking forward to when I am in Year 5.
Year 5	Planning for the forthcoming year.	I can explain the differences between direct and indirect types of bullying.	I can describe the dreams and goals of a young person in a culture different from mine.	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.	I can explain how to stay safe when using technology to communicate with friends.	I can describe how boys' and girls' bodies change during puberty.
Year 6	Identifying goals for the year. Anti-social behaviour/role-modelling.	I can explain ways in which differences can be a source of conflict or a cause for celebration.	I can describe some ways in which I can work with other people to help make the world a better place.	I can evaluate when alcohol is being used responsibly, anti-socially or being misused.	I can recognise when people are trying to gain power or control.	I can describe how a baby develops from conception through to nine months of pregnancy and how it is born.