



This overview is developed using the school PSHE policy that was devised in 2017

| | Autumn | Spring | Summer |
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| Year 1 | <p>Aut 1 - Health and Wellbeing What is a healthy lifestyle?- physical activity, rest, healthy eating and dental hygiene Choices and consequences</p> <p>Aut 2 - Health and wellbeing- Change and loss Controlling diseases Road safety</p> | <p>Relationships-to recognise feelings Behaviour choices and consequences What is fair/unfair right/wrong To give a reasoned opinion</p> <p>Living in the wider world-how to contribute to the life of the class and school To help construct and agree to follow class rules That we all have rights That we belong to different groups/communities including our school</p> | <p>Sum 1 - Sex and Relationships -different friends -growing and changing Families and care</p> <p>Sum 2 - Mental Health and Wellbeing - Describing a feeling and emotions - Who can help with big feelings</p> |
| Year 2 | <p>Health and Wellbeing</p> <ul style="list-style-type: none"> - Personal Hygiene - Growing and changing - Keeping safe | <p>Spr 1 - Relationships</p> <ul style="list-style-type: none"> - Recognise and respect differences and similarities - Recognise people being unkind <p>Spr 2 - Living in the wider world</p> <ul style="list-style-type: none"> - Local environment - Special people in community | <p>Sum 1 - Sex and Relationships</p> <p>Sum 2 - Mental Health and Wellbeing</p> <ul style="list-style-type: none"> - Describing a feeling and emotions - Know wo to ask for help |
| Year 3 | <p>Health and Wellbeing</p> <ul style="list-style-type: none"> - Making positive choices | <p>Spr 1 - Relationships</p> <ul style="list-style-type: none"> - Types of relationships <p>Spr 2 - Living in the wider world</p> <ul style="list-style-type: none"> - Human rights | <p>Sum 1 - Sex and Relationships</p> <p>Sum 2 - Mental Health and Wellbeing</p> <ul style="list-style-type: none"> - Feelings |
| Year 4 | <p>Health and Wellbeing</p> <ul style="list-style-type: none"> - Managing change - Recognising, predict, assess risk - Keeping safe | <p>Spr 1 - Relationships</p> <ul style="list-style-type: none"> - Effects of their actions - Building confidence in speaking out <p>Spr 2 - Living in the wider world</p> <ul style="list-style-type: none"> - Consequences and responsibilities | <p>Sum 1 - Sex and Relationships</p> <p>Sum 2 - Mental Health and Wellbeing</p> <ul style="list-style-type: none"> - Recognising emotions - Expressing Feelings |
| Year 5 | <p>Health and Wellbeing</p> <ul style="list-style-type: none"> - - physical and mental wellbeing - Vocabulary for subject | <p>Spr 1 - Relationships</p> <ul style="list-style-type: none"> - Maintain and develop healthy relationships - Recognising emotions | <p>Sum 1 - Sex and Relationships</p> <p>Sum 2 - Mental Health and Wellbeing</p> |

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| | | Spr 2 - Living in the wider world <ul style="list-style-type: none"> - Own actions and behaviours - Responsibilities of others in the community | <ul style="list-style-type: none"> - Feelings |
| Year 6 | Health and Wellbeing <ul style="list-style-type: none"> - Strategies for keeping safe - Responses to different situations | Spr 1 - Relationships <ul style="list-style-type: none"> - Responses to risky relationships - Equality Spr 2 - Living in the wider world <ul style="list-style-type: none"> - Money - Respecting environment | Sum 1 - Sex and Relationships Sum 2 - Mental Health and Wellbeing <ul style="list-style-type: none"> - Recognising emotions - Expressing Feelings |

Where we find PSHE in our EYFS Curriculum?

| EYFS Assessment Criteria | Curriculum in Nursery | Curriculum in Reception |
|---|--|---|
| PSED Making Relationships | <p>Seeks out companionship with adults and other children, sharing experiences and play ideas. Uses their experiences of adult behaviours to guide their social relationships and interactions. Showing increasing consideration of other peoples needs. Looking to a supportive adult for help in resolving conflict with peers.</p> <p>Enjoying independent play, playing alongside and with others. Inviting others to play and joining in with others.</p> | <p>Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others. Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support. Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. Is proactive in seeking adult support and able to articulate their wants and needs. Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship.</p> |

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| <p>PSED Sense of Self</p> | <p>Becoming more aware of the similarities and differences between themselves and others. Is sensitive to others messages of appreciation or criticism. Enjoying a sense of belonging through being involved in daily tasks. Being aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others. Showing their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</p> | <p>Recognises that they belong to different communities and social groups and communicates freely about own home and community. Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group. Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. Has a clear idea about what they want to do in their play and how they want to go about it. Shows confidence in choosing resources and perseverance in carrying out a chosen activity.</p> |
| <p>PSED Understanding Emotions</p> | <p>Expressing a wide range of feelings in their interactions with others through their behaviour and play. Talking about how others might be feeling and responding according to their understanding of the other person's needs and wants. Being more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings. Understanding that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions.</p> | <p>Understands their own and other people's feelings, offering empathy and comfort. Talks about their own and others' feelings and behaviour and its consequences. Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. Seeks support, "emotional refuelling" and practical help in new or challenging situations. Is aware of behavioural expectations and sensitive to ideas of justice and fairness. Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise.</p> |
| <p>UTW - People & Communities</p> | <p>Showing interest in the lives of people who are familiar to them. Enjoy joining in with family customs and routines. Talks about significant events in their own experiences. Recognising and describing special times or events with family and friends. Knowing some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</p> | <p>Knows that other children do not always enjoy the same things, and is sensitive to this. Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> |
| <p>UTW - The World</p> | <p>Commenting and asking questions about aspects of their familiar world such as the place where they live or the natural world. Showing care and concern for living things and their environment. Beginning to understand the effect their behaviour can have on the environment.</p> | <p>Knows about similarities and differences in relation to places, objects, materials and living things. Talks about the features of their own immediate environment and how environments might vary from one another.</p> |