

PSHE Curriculum Overview Rolling Programme

	Autumn Term (New Beginnings)	Spring Term (Getting on and Falling out)	Summer Term (Going for Goals)
Foundation stage	Sense of community linked to ourselves	Caring of living things, linked to 'growth' theme	World of work, linked with 'people who help us' theme.
Year 1	<p><u>The School Community</u> – Introduction to new year, rules in the school and classroom, making a classroom, caring environment, thinking about self and others. (1, 5, 6)</p> <p><u>Relationships</u> – Managing friendships, coping with break ups. (SEAL) (1, 4, 5)</p>	<p><u>Technology and me</u> – TV, favourite programmes, how long watched etc. What technology do I know about? How is it used? Who uses it? What's good about it? What isn't good about it? (1, 8, 9, 3,10)</p> <p><u>How do I feel?</u> – My feelings and other people, happy/sad, yes/no feelings, responsibility to accept no (SEAL) (1, 3, 9)</p>	<p><u>People who help us</u> – In and out of school, at home, different people and roles (1, 6, 7)</p> <p><u>Medicines and chemicals</u> – medicines in the home, household chemicals, kitchen sink, garden shed, bathroom cabinet (Drugs workshop – Learning Together) (1, 3, 9)</p> <p><u>What have I achieved?</u> - What have your learn this year? Setting personal goals. Transition to next stage of learning. (1, 5, 6)</p>
Year 2	<p><u>The School Community</u> – Introduction to new year, rules in the school and classroom, making a classroom, caring environment, thinking about self and others. (1, 5, 6)</p> <p><u>Changes</u> – Changes since being a baby, physically, emotionally, socially (Sexual changes not to be addressed – refer to SRE policy Re:) (SEAL)(1, 5, 6)</p>	<p><u>Relationships</u> – Managing friendships, coping with break ups. (SEAL) (1, 4, 5)</p> <p><u>How do I feel?</u> – My feelings and other people, happy/sad, yes/no feelings, responsibility to accept no (SEAL) (1, 3, 9)</p>	<p><u>Health</u> – Diet, classification of food (Healthy eating – Learning Together) (1, 7, 9)</p> <p><u>What have I achieved?</u> - What have your learn this year? Setting personal goals. Transition to next stage of learning. (1, 5, 6)</p>
Year 3	<p><u>Relationships</u> – friendships, conflict and causes, recognising and acknowledging emotions in difficult situations.(SEAL) (1, 4, 5)</p> <p><u>Learning about money</u> – linked to enterprise day, saving to spend (reward system), why save money? What can we save? (1, 8, 9)</p> <p><u>Water Safety</u> – Linked with year 3 swimming lessons</p>	<p><u>Health</u> – Medicines and other substances, safe and unsafe, alcohol and tobacco effects and implications (Drugs Workshop – Learning together) (3, 7, 9)</p>	<p><u>Family networks</u> – Celebrating difference, challenging stereotypes (1, 6, 10)</p> <p><u>What have I achieved?</u> - What have your learn this year? Setting personal goals. Transition to next stage of learning. (1, 5, 6)</p>

<p>Year 4</p>	<p><u>Relationships</u> – bullying, positive and negative nicknames and copying strategies, self image and body image. (SEAL)(4, 5, 7) <u>Media Influence and me</u> - What technology is in my home? Who uses it? Safe use of technology at home and with my friends, media influence (advertising, shopping, presents etc.) (1, 3, 10) <u>Water Safety</u> – Linked with year 3 swimming lessons</p>	<p><u>Growing up</u> – How have I changed since I started school? Challenging stereotypes. Emotional, social and physical (Sexual changes not to be addressed – refer to SRE policy Re:) (Changes)(Sex and Relationship – Learning Together) (6, 8, 9)</p>	<p><u>The Local Community</u> – citizenship, rules in a community compared to rules at home, who supports us? Who do we support? How does it impact on me? Who works in our community? (1, 6, 7) <u>What have I achieved?</u> - What have you learn this year? Setting personal goals. Transition to next stage of learning. (1, 5, 6)</p>
<p>Year 5</p>	<p><u>Rite of Passage</u> – What have I achieved? Setting personal goals, Preparation for new year, Learning Opportunities and Employment (New beginnings) (1, 5, 6) <u>Road safety</u> - being a responsible road user (Bike ability)</p>	<p><u>Citizenship</u> - Fair-trade week (23/2- 8/3)- Environment, recycling, helping my community, What is fair-trade? Is fair-trade good? Is it always good? (1, 7, 9) <u>Media Bias</u> – Can newspapers be bias? How trustworthy is the information on the internet? (3, 6, 9)</p>	<p><u>Growing up</u> – Puberty, reproduction (Science), developmental changes and hygiene, emotional changes personal rights. (Sex and Relationships – Learning together) (7, 8, 9) <u>My computer and me</u> – Media – Play where and who with? E-safety, social networking, personal safety and saying ‘no’, media bias, social networking, getting help, personal safety, implications for me. (3, 8,10)</p>
<p>Year 6</p>	<p><u>Rite of Passage</u> – What have I achieved? Setting personal goals, Preparation for new year, Learning Opportunities and Employment (New beginnings) (1, 5, 6) <u>Relationships</u> – Being a good friend. What is bullying? Why is it wrong? What is anti-social behaviour? Why is it wrong?(Getting on and falling out, Say no to bullying). (7, 9, 10)</p>	<p><u>The Global community</u> – What is aid for? Is aid important? Is aid always good? Planning to support a charity (to link with Sports Relief or Red Noses Day) How communities help those in need? What does my community offer? (1, 7, 9) <u>World of Work</u> – Careers, Range of jobs, How does learning help? Making the most of me. Links to enterprise day? Personal profiles, groupings jobs, skills analysis.(Year 6 – possibility) (5, 6, 7)</p>	<p><u>Health</u> – Media pressure, tobacco and alcohol. Health lifestyle, diet and activity. Personal safety, substance misuse, taking risks, avoiding pressure, personal responsibility. (Drugs workshop- Learning together) (walk to school week) (5, 8, 9, 1, 3) <u>Emergency Response</u> - First Aid, recovery position, safety at school, 999 calls (visitor to lead this) (3, 6, 9)</p>

1.	Communication Speaking and Listening for Learning and Relationships	Opportunities are needed to recognise and practise appropriate choice of language in a range of situations; particularly related to emotive or sensitive issues. Listening allows opportunity to analyse and evaluate what is being said, impact on self and others and is essential in the development of other skills, values and beliefs.
2.	Communication Non-verbal	Non-verbal signals are important as communication tools; they can be misinterpreted easily, their impact can be underestimated. Communication becomes more complex and sophisticated as children and young people mature. Developing the skills of sending and receiving non-verbal messages, appropriately and accurately, in a range of situations is essential.
3.	Assessing and Managing Risk for self and others	Risk is an essential element in learning that is appropriate to age and stage of development, both physical and emotional. Making judgements about risk and learning how to understand and manage the consequences in a safe environment are key components of PSHE education.
4.	Conflict Resolution	Conflict is present throughout life in many different contexts. It ranges from arguing about ownership of a pencil to a complex breakdown of relationships. Providing opportunities to experience conflict in a safe environment, and to work through strategies for resolution, empowers young people.
5.	Resilience/coping skills	Resilience is about dealing with set backs, it is also about knowing when it is important to seek help. Individuals have different capacities to demonstrate resilience; it is bound up with emotions and circumstance. It is not something that can be taught, it is however, a crucial tool to enable each person to deal with their personal situation at each stage of their life.
6.	Self-motivation independence	Each of us is ultimately responsible for all that we think, say and do. All pupils need support on the journey towards independence and intrinsic motivation. Independence is an age appropriate concept which encompasses many developmental stages. Structured learning opportunities enable skills to be engendered as pupils mature.
7.	Group work / interdependence	Every individual is a member of many groups: at home, at school, at work and in the community with each person undertaking a variety of roles. It is a pre-requisite for working life that the skills of working effectively with others are fully understood and practised frequently.
8.	Negotiation	Negotiation in PSHE education is centred around personal values and potential sensitive situations. Whilst verbal skills are important they are not the sole means of negotiation. It is important for all pupils to develop and practise negotiation skills within a safe environment. A range of options should be explored.
9.	Decision making including choices	Decisions and choices are part of all of our lives every day, as are the consequences emanating from them. Each individual has personal responsibility and accountability for their actions. Frequent decision making opportunities, provide a firm foundation for dealing with controversial and sensitive issues.
10.	Assertiveness	Assertiveness is bound up with personal principles based on self-worth. Developing assertiveness skills guards against allowing principles to be compromised when in a challenging situation. Assertiveness is not to be confused with aggression.

