Key Stage Two Year 3 – PSHE Overview of themes Pupils should learn about

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| **Core Theme 1 – Health and Wellbeing** | **Core Theme 2 – Relationships** | **Core theme 3 – Living in the Wider World** |
| **Healthy Lifestyles****Y3 Grid A** –making informed choices in relation to their health**Y3 Grid B** – opportunities to make choices about their own food/what makes a healthy diet**Y3 Grid C** – bacteria and viruses and how to reduce their spread**Growing and Changing****Y3 Grid D** – ways to celebrate their achievements/personal strengths and areas for development**Y3 Grid E** –good and not-so-good feelings, and how to manage them**Y3 Grid F** –the kinds of change that happen in life, and how loss and grief may be expressed**Keeping Safe****Y3 Grid G** – school rules for health and safety/where and how to get help**Y3 Grid H** – who they can trust to take care of their bodies/the right to protect their bodies from unwanted contact/consent**Y3 Grid I** – keeping safe strategies/physical, emotional and online safety and the importance of this**Y3 Grid J** – people who help them keep safe and healthy/ways they can help these people**Y3 Grid K** – risk, danger and hazard**Y3 Grid L** – asking for help/resisting peer pressure/different kinds of negative pressure | **Feelings and emotions****Y3 Grid A** –different kinds of feelings**Y3 Grid B** –concepts of confidential and secret/whether to keep a secret or not**Y3 Grid C** –how to recognise and manage dares**Healthy Relationships****Y3 Grid D** – how to develop and maintain healthy relationships**Y3 Grid E** – personal space/respecting that of others and recognising when they are comfortable or not**Y3 Grid F** – working collaboratively**Y3 Grid G** – how our actions can affect ourselves and others**Y3 Grid H** –solving disputes and conflict (negotiation and compromise)**Y3 Grid I** – stereotypes**Valuing Difference** **Y3 Grid J** – different types of relationships**Y3 Grid K** – differences/similarities between people**Y3 Grid L** – the nature and consequences of hurtful behaviour and bullying**Y3 Grid M** – how to listen and respond respectfully to others/caring for others’ feelings | **Rights and Responsibilities****Y3 Grid A** – how to discuss and debate issues concerning health and wellbeing (healthy eating)**Y3 Grid B** – the ways in which rules and laws keep us safe**Y3 Grid C** – that everyone has human rights**Y3 Grid D** – human rights take precedence over national laws and family/community practices**Y3 Grid E** – that different cultures can have different traditions and practices**Y3 Grid F** – the consequences of anti-social behaviours**Y3 Grid G** – different rights and responsibilities**Y3 Grid H** – resolving differences**Y3 Grid I** – the range of national, regional, religious and ethnic identities in the UK**Y3 Grid J** – how the media present information**Taking care of the environment****Y3 Grid K** – topical issues, problems and events concerning health and wellbeing**Y3 Grid L** – rights, responsibilities and duties we have to the environment**Y3 Grid M** – being part of a community**Y3 Grid N** – different groups that support health and wellbeing**Y3 Grid O** – how other people live in different parts of the world**Y3 Grid P** – how resources are allocated**Money Matters****Y3 Grid Q** - the role of money in their own and others’ lives **Y3 Grid R** – concepts related to money**Y3 Grid S** – what it means to be enterprising |

Not all this content will be covered in the academic year. Teachers will plan lessons that are relevant to our school’s identified needs, highlighted above, and if necessary, plan additional lessons to address any other needs that arise with the pupils in their class/year group.Key Stage Two Year 4 – PSHE Overview of themes Pupils should learn about

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| **Core Theme 1 – Health and Wellbeing** | **Core Theme 2 – Relationships** | **Core theme 3 – Living in the Wider World** |
| **Healthy Lifestyles****Y4 Grid A** –the consequences of choices (positive, negative neutral)/a balanced diet (in relation to emotional wellbeing)**Y4 Grid B** – what influences their choices about food/benefits of a healthy diet**Y4 Grid C** –reducing the spread of bacteria and viruses/choices that promote health and wellbeing**Growing and Changing****Y4 Grid D** – ways to celebrate their achievements/personal strengths and how to develop them**Y4 Grid E** –good and not-so-good feelings, and how to manage them (their own and others)**Y4 Grid F** –the kinds of change they have experienced/loss**Keeping Safe****Y4 Grid G** – risk, danger and hazard **Y4 Grid H** – techniques to resist pressure/how pressure is exerted/questioning someone’s beliefs if feel to be wrong**Y4 Grid I** – people who help them keep safe and healthy/ways they can support these people**Y4 Grid J** – school rules for health and safety/where and how to get help**Y4 Grid K** – keeping safe strategies/physical, emotional and online safety and the importance of this | **Feelings and emotions****Y4 Grid A** –appropriate responses to a wider range of feelings**Y4 Grid B** –concepts of confidential and secret **Y4 Grid C** –how to recognise and manage dares**Healthy Relationships****Y4 Grid D** – how to develop and maintain healthy relationships**Y4 Grid E** – acceptable /unacceptable physical contact, and how to respond**Y4 Grid F** – working collaboratively towards shared goals**Y4 Grid G** – how our actions can affect ourselves and others**Y4 Grid H** –solving disputes and conflict (negotiation and compromise)**Y4 Grid I** – different types of relationships**Valuing Difference** **Y4 Grid J** – differences/similarities between people**Y4 Grid K** – how to challenge stereotyping**Y4 Grid L** – the nature and consequences of hurtful behaviour and bullying/ways in which people can be discriminated against**Y4 Grid M** – recognising and caring for others’ feelings/respecting views of others | **Rights and Responsibilities****Y4 Grid A** – how to discuss and debate issues concerning health and wellbeing (media and peer pressure)**Y4 Grid B** – how to take part in making/changing rules **Y4 Grid C** – that everyone has human rights (UNCRC)**Y4 Grid D** – human rights take precedence over national laws and family/community practices**Y4 Grid E** – that different cultures can have different traditions and practices, which can be illegal**Y4 Grid F** – the consequences of anti-social behaviours**Y4 Grid G** – different rights and responsibilities**Y4 Grid H** – resolving differences**Y4 Grid I** – the range of national, regional, religious and ethnic identities in the UK**Y4 Grid J** – how the media present information**Taking care of the environment****Y4 Grid K** – topical issues, problems and events concerning the environment**Y4 Grid L** – taking care of the environment**Y4 Grid M** – being part of a community**Y4 Grid N** – different groups that support communities**Y4 Grid O** – how other people live in different parts of the world**Y4 Grid P** – how resources are allocated**Money Matters****Y4 Grid Q** - the role of money in their own and others’ lives **Y4 Grid R** – concepts related to money**Y4 Grid S** – what it means to be enterprising |

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Key Stage Two Year 5 – PSHE Overview of themes Pupils should learn about

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| **Core Theme 1 – Health and Wellbeing** | **Core Theme 2 – Relationships** | **Core theme 3 – Living in the Wider World** |
| **Healthy Lifestyles****Y5 Grid A** –the choices that can be made about health and wellbeing, and what influences these**Growing and Changing****Y5 Grid B** –goal setting/importance of high aspirations/helping others feel valued**Y5 Grid C** –words that describe range and intensity of feelings**Y5 Grid D** **–**bereavement and grieving/how change involves loss**Y5 Grid E** –puberty/body changes/adolescence**Y5 Grid F** –human reproduction (lifecycle)/how a baby is made and how it grows**Keeping Safe****Y5 Grid G** – taking care of body/consent/(FGM is a crime)/how to get support**Y5 Grid H** – school rules for health and safety/where and how to get help/what to do in an emergency **Y5 Grid I** – risk in familiar situations and how to manage it**Y5 Grid J** – personal safety/protecting personal information online**Y5 Grid K** – independence and increased responsibility**Y5 Grid L -** unhelpful pressure/influences on behaviour (peer pressure)**Y5 Grid M** – what is a habit**Y5 Grid N** – commonly available substances and drugs/risks and effects of these | **Feelings and emotions****Y5 Grid A** –appropriate responses to a wider range of feelings in others**Y5 Grid B** –keeping things confidential or secret, and when they should/should not agree to a secret**Y5 Grid C** –managing dares**Healthy Relationships****Y5 Grid D** – what constitutes a positive, healthy relationships**Y5 Grid E** – how our actions can affect ourselves and others **Y5 Grid F** –different types of relationships**Y5 Grid G** – acceptable /unacceptable physical contact, and how to respond**Y5 Grid H** –different ways to work collaboratively **Y5 Grid I** – to negotiate and compromise**Y4 Grid J** – managing and maintaining relationships/communicating respectfully**Valuing Difference** **Y5 Grid K** – differences/similarities between people**Y5 Grid L** –challenging stereotypes**Y5 Grid M** – discrimination, teasing, bullying and aggressive behaviour, and its effect on others | **Rights and Responsibilities****Y5 Grid A** – topical issues, problems and events concerning health and wellbeing (weight)**Y5 Grid B** – about rules and laws**Y5 Grid C** – that everyone has human rights (UNCRC)**Y5 Grid D** – human rights take precedence over national laws and family/community practices**Y5 Grid E** – that some cultural practices are against British law**Y5 Grid F** – the consequences of anti-social behaviours See Y6 Grid F also**Y5 Grid G** – different rights, responsibilities and duties**Y5 Grid H** – resolving differences, making decision and explaining choices**Y5 Grid I** – the range of national, regional, religious and ethnic identities in the UK**Y5 Grid J** – how the media present information**Taking care of the environment****Y5 Grid K** – different kinds of responsibilities, rights and duties**Y5 Grid L** – the varied institutions that support local communities**Y5 Grid M** – about the role of voluntary, community and pressure groups**Y5 Grid N** – the lives of other people in other places**Y5 Grid O** – how the Earth’s resources are allocated**Money Matters****Y5 Grid P** – how finance plays an important role in others’ lives**Y5 Grid Q** – interest, loan and debt/money management/to become a critical consumer**Y5 Grid R** – the skills that make someone enterprising |

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Key Stage Two Year 6 – PSHE Overview of themes Pupils should learn about

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| **Core Theme 1 – Health and Wellbeing** | **Core Theme 2 – Relationships** | **Core theme 3 – Living in the Wider World** |
| **Healthy Lifestyles****Y6 Grid A** –the positive and negative influences on health and wellbeing/how media can affect choices**Growing and Changing****Y6 Grid B** –how emotions may be conflicting/the need to listen to emotions or overcome them**Y6 Grid C** – coping with change and its relationship to grieving/particular loss in family settings**Y6 Grid D** **–** different ways of achieving goals /how having high aspirations can support achievementwords that describe range and intensity of feelings**Y6 Grid E** –puberty/body changes/body image in the media**Y6 Grid F** –human reproduction /how pregnancy can be prevented/roles and responsibilities of parents and carers**Keeping Safe****Y6 Grid G** – personal safety/protecting personal information and images online **Y6 Grid H** – independence and increased responsibility**Y6 Grid I** – risk in unfamiliar situations/how to manage it and build resilience **Y6 Grid J** – different influences on behaviour/peer pressure/media**Y6 Grid K** – school rules for health and safety /what to do in an emergency and skills needed**Y6 Grid L -** effects of legal and illegal substances and drugs**Y6 Grid M** – habits in relation to tobacco, alcohol and drug misuse  | **Feelings and emotions****Y6 Grid A** –appropriate responses to a wider range of feelings in others**Y6 Grid B** –keeping things confidential or secret**Y6 Grid C** –managing dares**Healthy Relationships****Y6 Grid D** – how to develop and maintain healthy relationships**Y6 Grid E** – the consequences of our actions on ourselves and others **Y6 Grid F** – the difference between acceptable /unacceptable physical contact **Y6 Grid G** –, the importance of shared goals and reliance on others**Y6 Grid H** – better communication and negotiation skills**Valuing Difference** **Y6 Grid I** – how to challenge stereotypes See also Y5 Grid L**Y6 Grid J** – different types of relationships (marriage, civil partnerships)**Y6 Grid K** – the right to choose the person they marry/marriage, arranged marriage and civil partnership is between two people who willingly agree/forced marriage is against the law and who can help**Y6 Grid L** – managing and maintaining relationships/improving communication and negotiation**Y6 Grid M** – similarities and differences between people**Y6 Grid N** – discrimination and how to respond to it | **Rights and Responsibilities****Y6 Grid A** – topical issues concerning health and wellbeing/how to research (stress, emotional wellbeing)**Y6 Grid B** – about rules and laws/democracy/British parliament**Y6 Grid C** – everyone has human rights/what happens when they are not respected**Y6 Grid D** – human rights take precedence over national laws and family/community practices**Y6 Grid E** – that some cultural practices are against British law and a person’s human rights**Y6 Grid F** – the consequences of anti-social behaviours**Y6 Grid G** – different rights, responsibilities and duties**Y6 Grid H** – resolving differences, making decisions and explaining choices**Y6 Grid I** – the range of national, regional, religious and ethnic identities in the UK**Y6 Grid J** – how the media present information (food adverts, fashion, body image related to self perception)**Taking care of the environment****Y6 Grid K** – different responsibilities, rights and duties**Y6 Grid L** – the varied institutions that support local communities**Y6 Grid M** – about the role of voluntary, community and pressure groups**Y6 Grid N** – the lives of other people in other places**Y6 Grid O** – how the Earth’s resources are allocated**Y6 Grid P** – how to resolve difference**Money Matters****Y6 Grid Q** – how finance is important in others’ lives**Y6 Grid R** – how money is deducted from someone’s earnings to provide the things we all need**Y6 Grid S** – enterprise and its importance for work and society |

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Spiral curriculum to include needs that all young people have in common, needs for young people living in this locality, our pupils’ needs based upon eHNA and teacher feedback

Y1,3,5

SRE (including acceptable physical contact and consent), managing feelings, peer pressure, choices, healthy eating relating to weight issues and responsible behaviour

Y2,4,6

Managing different pressures (including worries and stress), hygiene, drugs, safety in local environment, first aid, online safety and social media, body image and self-esteem, resolving differences

All Year groups

Rules, rights and responsibilities to be covered in first week

Issues related to bullying to be covered in anti-bullying week.