



PHSCE Curriculum Overview



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1/2	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Responsibilities	Being My Best	Changing and Growing
Year 3/4	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Responsibilities	Being My Best	Changing and Growing
Year 5/6	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Responsibilities	Being My Best	Changing and Growing

EYFS

Children in EYFS will be learning to:

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of a challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Manage their own needs in regards to personal hygiene
- Know and talk about the different factors that support overall health and wellbeing:
 - Regular physical activity
 - Healthy eating
 - Tooth brushing
 - Sensible amounts of 'screen time'
 - Having a good sleep routine
 - Being a safe pedestrian
- Recognise that people have different beliefs and celebrate special times in different ways

Key Themes

	Year 1/2	Year 3/4	Year 5/6
Me and My Relationships	<ul style="list-style-type: none"> Exploring feelings Getting help Classroom rules Self-regulation Being a good friend Bullying and teasing School rules about bullying 	<ul style="list-style-type: none"> Cooperation Friendship Recognising feeling Bullying Assertive skills 	<ul style="list-style-type: none"> Exploring feelings Friendship, including compromise Assertive skills Cooperation Safe/unsafe touches
Valuing Difference	<ul style="list-style-type: none"> Being kind and helping others Listening skills Recognising, valuing and celebrating difference Developing tolerance 	<ul style="list-style-type: none"> Recognising and respecting diversity Being respectful and tolerant Recognising, valuing and celebrating difference (including religions and cultural differences) Understanding and challenging stereotypes 	<ul style="list-style-type: none"> Recognising, valuing and celebrating difference (including religions and cultural differences) Influence and pressure of social media Recognising and reflecting on prejudice based bullying Understanding bystander behaviour
Keeping Myself Safe	<ul style="list-style-type: none"> How our feelings can keep us safe Keeping healthy Medicine safety Safe and unsafe secrets Appropriate touch 	<ul style="list-style-type: none"> Managing risk Staying safe online Drugs and their risks Understanding the norms of drug use (cigarette and alcohol use) Influences 	<ul style="list-style-type: none"> Managing risk, including staying safe online Norms and risks around use of legal drugs (tobacco and alcohol) and the law Emotional needs
Rights and Responsibilities	<ul style="list-style-type: none"> Looking after things Cooperation and self-regulation 	<ul style="list-style-type: none"> Skills we need to develop as we grow up Helping and being helped Decisions about spending money Media influence Making a difference (ways of helping others or the environment) 	<ul style="list-style-type: none"> Decisions about lending, borrowing and spending Rights and responsibilities related to my health Rights and responsibilities Earning and saving money Understanding media bias, including social media Caring: communities and the environment
Being My Best	<ul style="list-style-type: none"> Keeping healthy Growth mindset Looking after my body 	<ul style="list-style-type: none"> Keeping myself healthy Celebrating and developing my skills Having choices and making decisions about my health Taking care of my environment 	<ul style="list-style-type: none"> Growing independence and taking responsibility Media awareness and safety Managing risk Aspirations and goal setting
Growing and Changing	<ul style="list-style-type: none"> Getting help Becoming independent 	<ul style="list-style-type: none"> Keeping safe Relationships 	<ul style="list-style-type: none"> Menstruation Body changes during puberty

	<ul style="list-style-type: none"> • Body parts • Being supportive • Dealing with loss • Life cycles 	<ul style="list-style-type: none"> • Managing difficult feelings • Relationships including marriage • 	<ul style="list-style-type: none"> • Managing difficult feelings • Getting help • Managing change • Self esteem • Keeping safe • Body image
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Progression of skills

	Year 1/2	Year 3/4	Year 5/6
Me and My Relationships	<ul style="list-style-type: none"> • I can name different feelings and how they might make me behave. • I can suggest ways of dealing with 'not so good' feelings and how to help others. • I can recognise when I need help and who to ask. • I can listen to others and wait my turn to speak. • I understand we have different ways to express our feelings. • I can express my feelings in a safe, controlled way. • I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. • I can tell someone how they are making me feel. • I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. 	<ul style="list-style-type: none"> • I can communicate my feelings and use this to try to manage my emotions. • I can collaborate with a team to achieve a goal. • I can accept I may not always agree with others. • I can listen and share my opinions respectfully. • I can say why friends may fall out and how they can make up. • I know how to look after my friends and stay friends. • I can talk about how feelings change and be different for others. • I can read different emotions by a persons body language. • I can say 'no' in a calm and controlled way. • I can name some qualities or strategies that help team work. I am aware of others and their needs when working together • I can say what to do if I am, or a friend is, hurt or bullied by another person. • I can recognise the qualities of a healthy relationship. 	<ul style="list-style-type: none"> • I can be assertive to keep myself happy, healthy and safe. • I can use strategies to resolve arguments or disagreements. • I can reflect on my behaviour, attitudes and qualities. • I am aware of the warning signs that a relationship could be unhealthy or unsafe. • I can manage my emotional needs and any risks to them. • I can respond to emotions according to the situation and person. • I can work through challenges I have with my friends with respect, assertiveness and understanding. • I can give examples of negotiation and compromise. I can use these skills in practical situations. • I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch. • I can use assertive behaviours to keep myself safe from peer influence or pressure. • I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.
Valuing Difference	<ul style="list-style-type: none"> • I can say ways in which people are similar as well as different. 	<ul style="list-style-type: none"> • I can give examples of different types of family. I respect these differences. 	<ul style="list-style-type: none"> • I can give examples of different faiths and cultures and positive things about having these differences.

	<ul style="list-style-type: none"> • I can say why things sometimes seem unfair, even if they are not to me. • I can talk about what bullying is. • I can say ways to show kindness towards others. • I can be respectful of those who are different to me. • I can describe how someone can change someone's feelings. • I can tell you why it is important to show good listening to people who think differently to me. • I can name and suggest strategies to someone who feels left out. • I can be kind and use kind words to my friends. 	<ul style="list-style-type: none"> • I can give examples of different community groups and what is good about having different groups. • I can use respectful language and communication skills when discussing with others. • I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. • I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together. • I can suggest ways to deal with bullying and prejudice. • I can say how differences sometimes cause conflict but can also be something to celebrate. • I can begin to manage conflict by using negotiation and compromise. • I can suggest strategies for dealing with someone who is behaving aggressively. • I can demonstrate ways of showing respect to others' differences. • I can explain why it's important to challenge stereotypes that might be applied to me or others. 	<ul style="list-style-type: none"> • I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • I can empathise with people who have been, and currently are, subjected to injustice, including through racism. • I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. • I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.) • I can reflect on how individual/group actions can impact on others in a positive or negative way. • I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. • I can show respect to others by using verbal and non-verbal communication. • I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. • I can describe how empathy can help people to be more tolerant and understanding of those who are different from them. • I can recognise how the media can reinforce gender stereotypes and begin to challenge this.
Keeping Myself Safe	<ul style="list-style-type: none"> • I can talk about the things my body needs to stay well (exercise, sleep, healthy foods) • I can say what I can do if I have strong, but not so good feelings, to help me stay safe • I can say 'no' to unwanted touch and ask for help from a trusted adult. 	<ul style="list-style-type: none"> • I can say what I could do to make a situation less risky or not risky at all. • I can demonstrate strategies for dealing with a risky situation • I can identify some key risks from and effects of cigarettes and alcohol. 	<ul style="list-style-type: none"> • I can suggest what someone should do when faced with a risky situation. • I can protect my personal information online. I can recognise disrespectful behaviour online. • I can identify the risks in a specific situation (including emotional risks).

	<ul style="list-style-type: none"> • I can say when medicines can be helpful or might be harmful. • I can tell you how to stay safe around medicine. • I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely. • I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe. • I can say what I do and don't like and who to ask for help. • I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. • I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something. 	<ul style="list-style-type: none"> • I can give examples of strategies for safe browsing online. • I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs. • I can demonstrate strategies for dealing with a risky situation • I can give examples of people or things that might influence me to take risks and make decisions. • I can give reasons for why most people choose not to smoke, or drink too much alcohol. • I can explain what might happen if people take unsafe or inappropriate risks. • I can identify images that are safe or unsafe to share online. 	<ul style="list-style-type: none"> • I can discuss social norms relating to cigarettes and what may influence a persons decision to not smoke. • I can support someone who is being bullied. • I can use safe, respectful and responsible behaviours and strategies when using social media. • I can give examples of how to safely share images online. • I can explain how social norms around alcohol can influence a persons decision whether to drink alcohol or not. • I can suggest positive ways to meet my emotional needs and how this impacts my behaviour. • I can begin to make decisions independently and responsibly.
Rights and Responsibilities	<ul style="list-style-type: none"> • I can wash my hands correctly. • I can name ways to look after my home and school. • I can look after a special person or thing. • I can tell you some things that money is spent on. • I can get help if someone has hurt themselves. • I can make choices that help me play and work well with others. • I can use some strategies when I feel upset or angry. • I can ask for help from a trusted adult. • I can name some ways I can look after my environment. • I can make choices with money. 	<ul style="list-style-type: none"> • I can identify people who help me in different ways. • I can spot 'facts' and 'opinions' to help me share ideas. • I can make a plan. • I can choose a method. • I can identify different times and reasons to spend money. • I can give examples of how people earn money. • I can name some responsibilities and rights that I have. • I can share ideas and make decisions that affect others. • I can give my own opinion based on facts, opinions and other influences. • I can give examples of how I can support others as a bystander. 	<ul style="list-style-type: none"> • I can develop ideas and opinions based on a current issue. I can present these with a group. • I can identify how the responsibilities of others impact me and my community. • I can give examples of barriers that can stop others following their responsibilities. • I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me. • I can suggest ways to spend and save money responsibly. • I can explain some things about finance and money. I can name a person who • deals with money in my community. • I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means.

		<ul style="list-style-type: none"> • I can explain how others have a financial responsibility to their families and community. • I can give examples of choices and decisions with money that will affect me. 	<ul style="list-style-type: none"> • I can discuss the reasons why people post online and the positive and negative effects relating to social media. • I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers. • I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment. • I can suggest ways that I can help my environment. • I can give examples of why we need a democratic society and how laws keep us safe.
Being My Best	<ul style="list-style-type: none"> • I can choose a healthy meal with different food groups. • I can be persistent when learning a new skill. • I can name a few different ideas of what I can do if I find something difficult. • I can help my friends when they fall out. • I can explain why praise helps me to keep trying. • I can explain what happens when I learn something new. • I can explain how setting a goal or goals will help me to achieve what I want to be able to do. • I can explain how hand hygiene stops virus' and germs from spreading. • I can give examples of what I can do and give to my body to stay healthy. • I can name different parts of my body that are inside me and help to turn food into energy. 	<ul style="list-style-type: none"> • I can choose foods that make a balanced meal. • I can explain how washing hands can prevent infections spreading. • I can describe how food, water and air get into the body and blood. • I can set goals and make a plan to develop a new skill. • I can say how being unique makes everyone special, different and valuable. • I can give examples of choices I make and the choices others make for me. • I can plan a healthy, balanced meal. • I can give examples of the ways people can look after their physical and mental wellbeing. • I can give different examples of some of the things that I do already to help look after my environment. 	<ul style="list-style-type: none"> • I can explain how one organ functions and how it contributes to the health of my body. • I can explain how choices relating to smoking and drinking can effect a persons health. • I can think of ways to improve a skill and the strategies that will help me do this. • I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. • I can give examples of how I am independent and manage my own success. • I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing. • I can set goals so that I can achieve an aspiration. • I can tell you how I can overcome problems and challenges on the way to achieving my goals. • I can identify risk factors in a given situation • I can assess the level of risk and explain how a risk can be reduced.
Growing and Changing	<ul style="list-style-type: none"> • I can tell you some things that babies need. 	<ul style="list-style-type: none"> • I can explain what body space is and how it feels when someone is too close to me. 	<ul style="list-style-type: none"> • I can name the human private parts that are used to make a baby.

	<ul style="list-style-type: none"> • I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do. • I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried. • I can name the body parts girls and boys have that are the same and which body parts are different. • I can name the adults I can talk to at home and school if I need help. • I can give support to a friend. • I can describe feelings of loss and suggest what someone can do if a friend moves away. • I can describe the stages of growth I have been through and what I look forward to in my future. • I can name the human private parts that are used to make a baby. • I can talk about keeping private parts private. 	<ul style="list-style-type: none"> • I can tell you some of the different relationships I have. • I can tell you what qualities a healthy positive relationship has. • I can describe how change can make a person feel (both negative and positive). • I can explain why some people choose to get married, have a civil ceremony or live together. 	<ul style="list-style-type: none"> • I can describe how a girls and boys body will change when it reaches puberty. • I can explain why young people can have mixed up feelings when they go through puberty. • I can explain why puberty happens. • I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes. • I can begin to manage challenging emotions by building my resilience. • I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict. • I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe. • I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need. • I can give examples of feelings and emotions people have at times of change. • I can name some of the feelings and emotions people have during change. • I can give examples of how someone could cope with or get support during puberty. • I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image. • I can explain how to stay safe when sharing images and information online. • I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.
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