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| Haytor green on white**Haytor View Community Primary School & Nursery****PSHE Curriculum Overview [21-7-22]***Learning together - enjoying success - aiming high - celebrating difference – enriching community* |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **PSHE THEME** | **Being me in my world**Understanding my place in the class, school and global community | **Celebrating Difference:**Anti-bullying (inc. cyber and homophobic bullying) and diversity work | **Dreams and Goals:**Goal-setting, aspirations for yourself and the world and working together. | **Healthy Me:**Drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices | **Relationships** Understanding friendship, family and other relationships, conflict resolution and communication skills | **Changing Me** Sex and relationships education in the context of coping positively with change |
| **SEAL Link** | New Beginnings | Getting on Falling Out | Going for Goals | Good to be me | Relationships | Changes |
| **British Values and PREVENT Link** | **The Rule of Law**I demonstrate an understanding of the value of rules, principles and laws as well as an understanding of responsibility and consequence | **Mutual Tolerance**I demonstrate an understanding of the importance of tolerance, as well as an awareness of prejudices and prejudice-based bullying. I know how to be a good citizen in a culturally diverse community | **Respectful Attitudes**I demonstrate an understanding of mutual respect, I treat people with respect and know that this will influence how people treat and view me | **Democracy**I demonstrate an understanding of democracy, playing an active role in sharing my opinions and respecting the opinions of others, knowing it’s okay have different views | **Respectful Attitudes**I demonstrate an understanding of mutual respect, I know that my behaviours have an effect on my rights and the rights of people around me.  | **Individual Liberty**I understand the principle of individual liberty and personal freedom, I engage responsibly with choice knowing that this can play an important role in my safety and well being and the safety and well being of those around me |
| **EYFS** | Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities | Identifying talents Being special Families Where we live Making friends Standing up for yourself | ChallengesPerseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals | Exercising bodiesPhysical activity Healthy food Sleep Keeping clean Safety | Family lifeFriendshipsBreaking friendships Falling out Dealing with bullying Being a good friend | BodiesRespecting my bodyGrowing upGrowth and change Fun and fearsCelebrations |
| **Year 1** | Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter | Similarities and differencesUnderstanding bullying and knowing how to deal with itMaking new friends Celebrating the differences in everyone | Setting goals Identifying successes and achievementsLearning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success  | Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness  | Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships  | Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition  |
| **Year 2** | Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings  | Assumptions and stereotypes about gender Understanding bullyingStanding up for self and others Making new friendsGender diversity Celebrating difference and remaining friends  | Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operationContributing to and sharing success  | Motivation Healthier choices Relaxation Healthy eating and nutritionHealthier snacks and sharing food  | Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships  | Life cycles in nature Growing from young to old Increasing independence ifferences in female and male bodies (correct terminology) Assertiveness Preparing for transition  |
| **Year 3** | Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Feeing things from others’ perspectives  | Families and their differences Family conflict and how to manage it (child-centred)Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments  | Difficult challenges and achieving successDreams and ambitions New challenges Motivation and enthusiasmRecognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting  | Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugsKeeping safe and why it’s important online and offline scenarios Respect for myself and others Healthy and safe choices  | Family roles and responsibilities Friendship and negotiationKeeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends  | How babies grow Understanding a baby’s needs Outside body changesInside body changesFamily stereotypesChallenging my ideas Preparing for transition  |
| **Year 4** | Being part of a class team Being a school citizenRights, responsibilities and democracy (school council)Rewards and consequences Group decision-making Having a voice What motivates behaviour  | Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions  | Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes  | Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength  | Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and Animals  | Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change  |
| **Year 5** | Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating  | Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures  | Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation  | Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour  | Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules  | Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition  |
| **Year 6** | Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valuedChoices, consequences and rewardsGroup dynamics Democracy, having a voice Anti-social behaviour Role-modelling  | Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusionDifferences as conflict, difference as celebration Empathy  | Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments  | Taking personal responsibility How substances affect the bodyExploitation, including ‘county lines’ and gang cultureEmotional and mental health Managing stress  | Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use  | Self-image Body image Puberty and feelings Conception to birthReflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition  |