

PSHE Curriculum overview

| | Autumn | | Spring | | Summer | | | | | |
|-----------------|--|----------|--|----------|--|----------|---|--|---|--|
| | Living in the Wider World | | Relationships | | Health and Wellbeing | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | | | |
| EYFS | Settling in to school Rules and routines (including right from wrong) Developing independence skills (toilet, getting dressed, managing feelings when separating from parents/carers) Turn taking and sharing Caring for the environment Looking after chicks/butterflies – caring for others NSPCC pants on Pantosaurus Anti-bullying week Black history months | | Their own families – describing and naming roles (e.g. mum, dad, etc) Different types of families – families around the world Learning what being respectful means (sharing, taking turns, helping each other) Solving problems and asking for help Children’s mental health week Knowing that behaviour can upset others (Ugly duckling) Revisit NSPCC pants work – privacy and personal space Trusted adults- learn to identify and name Telling an adults when they do not feel safe What is a good friend? How to be a good friend to others | | Transition to new classes and year group. Managing change – how it feels and strategies to cope Recognising feelings in themselves and other Understand that other people have feelings and our actions can affect others Learning to identify what a healthy lifestyle looks like (diet, fitness, sleep, etc) Identify parts of the body Learning how to have good basic personal hygiene: teeth, hand and body washing, brushing hair etc) Identify likes and dislikes Trying out new activities and experiences | | | | | |
| Year 1/2 | Living in the Wider World Rules and Routines (including rights and responsibilities) How to take care of the classroom and school grounds How to stay safe at school and in the wider world (traffic, water, online safety, concept of privacy) How to ask for help and who to ask NSPCC Pants On (judging what physical contact is acceptable/unacceptable and how to respond). Emergency situations (e.g. what to do in a fire, if an adult needs help) e.g. call 999 The difference between “secrets” and “nice surprises”. Learning when it is safe/unsafe to keep a secret. Black History Month | | Relationships Taking turns and sharing – allocating roles in groups Recognising and developing the vocabulary to express how they feel and others feel Develop simple strategies for managing feelings. How to communicate their feelings to others. Learn to recognise how others show their feelings and how to respond appropriately. Recognise that their behaviour has an impact on others. Recognise what is fair/unfair, kind/unkind. Sharing their opinions and explaining their views with their peers. To listen to others and work as part of a team, resolving arguments, how to respond, who to tell and what to say. Offering constructive support and feedback to others. Who is special to them and what makes them special. How special people should care for one another. That people’s feelings can be hurt | | Health and wellbeing Healthy Lifestyles – benefits of physical activity, rest healthy eating and dental health. Names of the body parts including external genitalia and differences between boys and girls. How household products including medicines can be harmful. Personal hygiene – importance of and how to maintain good personal hygiene. How diseases (e.g. coughs and colds) are spread and how to use good hygiene to prevent this Who keeps them safe and home and at school – family and friendship networks. Consent – when to say yes and no Changes and growing up – explore the associated feelings with change and loss for example, losing a toy, friend moving away or moving house. The processes of growing from young to old and how people’s needs change (e.g comparing what a baby needs to what they need and what an older child might need). Developing independence and how this will increase in time Talk about their likes and dislikes and making informed choices and that they can have good and bad consequences Goal setting- think about themselves, learning from experiences, recognise and celebrate their own strengths and set simple but challenging goals | | | | | |
| Year 3/4 | Living in the Wider World Why and how rules and laws protect them and others, are made an enforced To understand their basic human rights as set out in the United Nations Declaration of Human Rights To know they have different rihts, responsibilities and duties at home at school and in the | | Anti-Bullying week 11-15the November - To know who to tell and what to do if you see or receive something upsetting on the internet - To understand that being unkind to someone online is bullying | | Relationships Recognise and respond appropriately to a wider range of feelings in others. Recognise different types of relationships e.g. acquaintances, friends, family and relatives. That their actions affect themselves and others To judge what kind of physical contact is acceptable or unacceptable and how to respond To learn the concept of “keeping something confidential or secret”, when they should or should not agree to this and when it is right to “break a confidence” or “share a secret”. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns | | Health and wellbeing What positively and negatively affects their physical and mental health. Develop skills to make their own choices about food and nutrition and understand the benefits of having a balanced diet. Reflect and celebrate their achievements. Deepen understanding of good and not so good feelings – extend | | That bacteria and viruses can affect health (also difference between bacteria and viruses) and that following simple routines can reduce their spread. Recognise when they need to ask for help and develop skills to ask for help. Basic techniques for resisting pressure to do something | |

| | | | | | |
|-----------------|---|---|---|---|---|
| | <p>community and towards the environment To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices Black History Month</p> | <p>- To know what to do if you are bullied or know someone is being bullied online To understand the consequences of all types of bullying and discrimination and know how to support themselves and others Identify what communities they belong to To understand the role that money plays in their own and others' lives</p> | <p>To work collaborative towards shared goals Differences and similarities in people arise from a number of factors (e.g. gender, ethnic origin – see protected characteristics in Equality Act 2010) Recognise and manage “dares” To recognise bullying and abuse in all its forms (including prejudice based bullying both in person and online) To understand personal boundaries To identify what they are willing to share with people they have different types of relationships with (e.g family, friends, classmates etc) and that we all have the right to privacy</p> | <p>their vocabulary to explain their feelings and those of others. Assessing risk in different situations including road use and risks in their environment. Strategies for keeping themselves safe (including road, rail, water). Strategies for keeping themselves safe online</p> | <p>dangerous or unhealthy and that makes them uncomfortable or anxious or that they think is wrong. School rules about health and safety, basic emergency procedures, where and how to get help. Taking care of their body and they have the right to protect it from inappropriate or unwanted contact</p> |
| Year 5/6 | Living in the Wider World | Relationships | Health and wellbeing | | |
| | <p>To learn why different rules are needed in different situations and how to take part in making and changing rules To learn that universal rights are to protect everyone and take priority over national law and family and community practices To know that some cultural practices are against British law and universal human rights e.g. FGM What it means to earn your own money and contribute to society. The responsible use of mobile phones: safe keeping and safer habits (time limits, passwords, turning it off at night etc) . To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices Black History Month</p> | <p>Climate Change – how can we help? Remembrance Week Anti bullying week November 11-15 - To know when we are online, we are digital citizens with responsibilities and that our actions have consequences - To communicate respectfully on and offline To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities To continue to develop strategies to get help for themselves or others What being part of a community means, and about the varied institutions that support communities both locally and nationally To recognise the role of community and voluntary and pressure groups To understand the role that money plays in their own and others' lives including how to manage their money and about being a critical customer To develop an initial understanding of the concepts of interest, loan, debt and tax That resources can be allocated in different ways To learn to identify “fake news”</p> | <p>That civil partnerships and marriage are examples of public demonstration of the commitment made between two people who love and care for each other and want to spend the rest of their lives together and are at a legal age to do so That two people who committed and love one another do not have to be married Forcing anyone to marry is a crime To recognise and care about others' feelings and try to see, respect and if necessary challenge others' points of view To develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise and give rich and constructive feedback and support to benefit others as well as themselves To realise the nature and consequence of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying and use of prejudiced based language) To recognise and challenge stereotypes Learn about the difference between sex, gender identity and sexual orientation To recognise bullying and abuse in all its forms (including prejudice based bullying both in person and online)</p> | <p>Mental Health and how it affects children – how to get help How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. Identify their strengths and areas for improvement and set high aspirations and goals. Learn about change, including transitions (such as going to secondary school), loss, separation, bereavement, divorce. To be able to differentiate between the terms “risk”, “danger” and “hazard”. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. What is meant by the term “habit” and that habits are hard to break and why that is. What and how commonly available substances and drugs (including alcohol, drugs, nicotine, energy drinks) can damage their immediate and future health and safety and that</p> | <p>Sex and Relationship Ed (in science) How their body will, and emotions may, change as they approach and move through puberty. Learn more about taking care of their body, understanding they have the right to protect their body from inappropriate or unwanted physical contact. How to manage requests of images of themselves or others; what is and is not appropriate to ask for or share and who to talk to if they feel uncomfortable or are concerned by such requests. To understand why FGM is and that actions such as female genital mutilation (FGM) constitutes as abuse and is a crime, and develop the skills and strategies to get support if they have fears for themselves or others. . To recognise that they may experience conflicting emotions and why they might need to overcome or listen to them.</p> |



Oasis Academy Pinewood Horizontal Curriculum Progression Map

PHSE



| | | | | | |
|--|--|--|--|--|--|
| | | | | some are restricted or illegal (citizen's workshop) | |
|--|--|--|--|--|--|

Ongoing objectives:

Researching, debating and discussing topical issues e.g. through newsround and circle time. To explore and critique how the media present information

To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

To consider the lives of people living in other places and people with different values and customs

What is meant by enterprise and begin to develop enterprise skills

To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or misleading; the importance of being careful what they show and forward to others