

PSHE Whole School Overview of Topics – 2019/2020

Lead Teacher: Emma Pearson

Lead Governor: D. Tomlinson



Autumn Term							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic Title	1.Healthy Lifestyles + Mental Well-being 2.Growing and Changing 3.Being Safe	1.Healthy Lifestyles + Mental Well-being 2.Growing and Changing 3.Being Safe	1.Healthy Lifestyles + Mental Well-being 2.Growing and Changing 3.Being Safe	1.Healthy Lifestyles + Mental Well-being 2.Growing and Changing 3.Being Safe	1.Healthy Lifestyles + Mental Well-being 2.Growing and Changing 3.Being Safe	1.Healthy Lifestyles + Mental Well-being 2.Growing and Changing 3.Being Safe	1.Healthy Lifestyles + Mental Well-being 2.Growing and Changing 3.Being Safe
Key Question	1. <i>How can I stay healthy?</i> 2. <i>What happens when we grow and change?</i> 3. <i>What does it mean to be safe?</i>						
Focus	1. The importance of how to maintain personal hygiene. 2. Growing and changing and new opportunities and responsibilities that increasing independence may bring. 2. The names of the main parts of the body (including external genitalia) and the similarities and differences	1.What helps keep bodies healthy; hygiene routines 2.Recognising what they are good at; setting goals. <i>What makes us special?</i> 2.Change and loss and how it feels. <i>How do we feel?</i> 3. Keeping safe around household products; how to ask for help if worried about something	1.Healthy choices; different feelings; managing feelings 2.Recognising what they are good at; setting goals. 2. Growing; changing and being more independent; correct names for body parts (including external genitalia) (See RSE Overview) 3.Keeping safe in different situations; how to	1.What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits. <i>How can we eat well?</i> 2.Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings 3.School rules on health and safety;	1.What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs 2.Recognising what they are good at; setting goals. Changes at puberty. (See RSE) Changes that happen in life and feelings associated with change 3.How to keep safe in local area	1.What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices. <i>What choices help health?</i> 2.Recognising what they are good at; setting goals; aspirations. Intensity of feelings; (See RSE) managing	1.Images in the media and reality; how this can affect how people feel; risks and effects of drugs. <i>How can we manage risk?</i> 2.Recognising what they are good at; setting goals; aspirations. Changes at puberty (recap Y4); human reproduction; roles and responsibilities of parents

	<p>between boys and girls. (See RSE)</p> <p>3. Recognising that they share a responsibility for keeping themselves safe and when to say yes, no and I'll tell.</p>		<p>ask for help if they are worried about something; privacy in different contexts (See RSE Overview)</p>	<p>basic emergency aid; people who help them stay healthy and safe. <i>What are the rules that keep us safe?</i></p>	<p>and online; people who help them stay healthy and safe</p>	<p>complex feelings. Coping with change and transition; bereavement and grief</p> <p>3. Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety</p>	<p>3. Independence; increased responsibility; keeping safe; influences on behaviour; (See RSE) resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice. <i>How can we stay healthy?</i></p>
Enhancement							
Time	30 mins per week	30-40 mins per week	40-60 mins per week	1 hour per week	1 hour per week	1 hour + per week	1 hour + per week

Spring Term							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic Title	4. Feelings and emotions 5. Healthy Relationships 6. Valuing difference	4. Feelings and emotions 5. Healthy Relationships 6. Valuing difference	4. Feelings and emotions 5. Healthy Relationships 6. Valuing difference	4. Feelings and emotions 5. Healthy Relationships 6. Valuing difference	4. Feelings and emotions 5. Healthy Relationships 6. Valuing difference	4. Feelings and emotions 5. Healthy Relationships 6. Valuing difference	4. Feelings and emotions 5. Healthy Relationships 6. Valuing difference
Key Question	4. <i>How do I feel?</i> 5. <i>What makes a healthy and happy relationship?</i> 6. <i>What makes us special?</i>						
Focus	4. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. 5. The listen to other people and play and work cooperatively (including strategies to resolve simple	4. Recognising feelings in self and others; sharing feelings. <i>How do we feel?</i> 5. Secrets and keeping safe; special people in their lives <i>See RSE overview)</i> 6. Respecting similarities and differences in others; sharing views and ideas <i>(See RSE Overview) What makes us special?</i>	4. Behaviour; bodies and feelings can be hurt <i>(See RSE overview) What is bullying?</i> 5. Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying <i>(See RSE Overview)</i> 6. Respecting similarities and differences in	4. Recognising feelings in others; responding to how others are feeling. <i>How can we describe our feelings?</i> 5. Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively <i>(See RSE overview)</i>	4. Keeping something confidential or secret; when to break a confidence; recognise and manage dares. <i>How can we be a good friend?</i> 5. Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers <i>(See RSE overview)</i>	4. Responding to feelings in others 5. Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback . <i>What makes a community?</i> 5. Listening to others; raise concerns and challenge	4. Confidentiality and when to break a confidence; managing dares 5. Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. <i>What makes a healthy and happy relationship?</i>

	<p>arguments through negotiation)</p> <p>5. To recognise how their behaviour affects other people.</p> <p>6. To identify their special people (family, friends, carers)and what makes them special and how special people should care for one another.</p>		<p>others; sharing views and ideas . <i>What is the same and different about us? (See RSE Overview)</i></p>	<p>6.Recognising and responding to bullying</p>	<p>6.Listen and respond effectively to people; share points of view</p>		<p>(See RSE)</p> <p>5.Acceptable and unacceptable physical touch; personal boundaries and the right to privacy (See RSE)</p> <p>6.Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying (See RSE)</p>
Enhancement							
Time	30 mins per week	30-40 mins per week	40-60 mins per week	1 hour per week	1 hour per week	1 hour + per week	1 hour + per week

Summer Term							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic Title	7.Rights and Responsibilities 8.Environment 9.Money	7.Rights and Responsibilities 8.Environment 9.Money	7.Rights and Responsibilities 8.Environment 9.Money	7.Rights and Responsibilities 8.Environment 9.Money	7.Rights and Responsibilities 8.Environment 9.Money	7.Rights and Responsibilities 8.Environment 9.Money	7.Rights and Responsibilities 8.Environment 9.Money
Key Question	7. <i>What are we responsible for?</i> 8. <i>What can we do to help the environment?</i> 9. <i>Why is money important?</i>						
Focus	7. That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things they have borrowed - 9) 7. How to contribute to the life of the classroom. 7. To help construct and agree to follow,	7. Group and class rules; everybody is unique in some ways and the same in others <i>(see RSE overview) How do we decide how to behave?</i> 8. Looking after the local environment 9. Where money comes from; how to use money saving and spending money. <i>What can we do with money?</i>	7. Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency 8. Looking after the local environment 9. Where money comes from; saving and spending money; making choices; keeping track of	7. Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community 8. Responsibilities; rights and duties. <i>What are we responsible for?</i> 9. Enterprise; what it means; developing skills in enterprise. <i>What jobs would we like?</i>	7. Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world 8. Sustainability of the environment across the world 9. Role of money; managing money (saving and budgeting); what is meant by interest and loan	7. Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences. <i>What does discrimination mean?</i> 8. Different rights; responsibilities and duties <i>(See RSE overview)</i> 9. Importance of finance in people's lives; being a critical consumer;	7. Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others. <i>What are human rights?</i> 8. How resources are allocated;

	<p>group and class rules and to understand how these rules help us.</p> <p>8. That they belong to various groups and communities such as family and school.</p>		money spent/saved			<p>looking after money; interest; loan; debt management of money; tax. <i>What makes us enterprising?</i></p>	<p>effect of this on individuals; communities and environment</p> <p>9. Enterprise; setting up an enterprise</p>
Enhancement							
Time	30 mins per week	30-40 mins per week	40-60 mins per week	1 hour per week	1 hour per week	1 hour + per week	1 hour + per week