

The three core themes:

Health and wellbeing Relationships Living in the wider community

**PSHE Overview 2020**

PSHE	Progression	Intent			Implementation	Impact	
		Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2		What skills/knowledge will children have acquired?	Key vocabulary
Year group	Skills knowledge the children should already have	Key Questions	Key Questions	Key Questions			
1	<p>Taken from the Foundation Stage Early Years Curriculum:</p> <p>Personal, social and emotional development: making relationships, self confidence and self awareness, managing feelings and emotions.</p>	<p><b>Autumn1: What is the same and different about us?</b></p> <p>Ourselves and others: similarities and difference; individuality; our bodies.</p> <p>PoS refs: H21, H22, H23, H25, R13, R23, L6, L14</p> <p><b>Autumn2: Who is special to us?</b></p> <p>Ourselves and others; people who care for us; groups we belong to; families.</p> <p>PoS refs: L4, R1, R2, R3, R4, R5</p>	<p><b>Spring1: What helps us stay healthy?</b></p> <p>Being healthy; hygiene; medicines; people who help us with health.</p> <p>PoS refs: H1, H5, H6, H7, H10, H37</p> <p><b>Spring2: What can we do with money?</b></p> <p>Money; making choices; needs and wants.</p> <p>PoS refs: L10, L11, L12, L13</p>	<p><b>Summer1: Who helps to keep us safe?</b></p> <p>Keeping safe; people who help us.</p> <p>PoS refs: H33, H35, H36, R15, R20, L5</p> <p><b>Summer2: How can we look after each other and the world?</b></p> <p>Ourselves and others; the world around us; caring for others; growing and changing.</p> <p>PoS refs: H26, H27, R21, R22, R24, R25, L2, L3</p>	<p>Through discrete 1 hour weekly lessons as recommended by the PSHE Association.</p> <p>3 pieces of recorded written work per half term.</p> <p>Additionally photo evidence with annotations.</p>	<p>Autumn 1: To be able to express their likes and dislikes.</p> <p><b>Christians believe that everyone is fearfully and wonderfully made by God (link to Psalm 139. If we are all made in the image of God, what does this mean for the way we treat each other?)</b></p> <p>To be able to observe and become aware of what makes them special and how everyone has different strengths - <b>Christians believe that humans are beautifully created by God and that when they look at another person, they should celebrate God's creation.</b></p> <p>To understand what makes them unique and how they are similar/different to others.</p> <p>To be able to use the correct names for the main body parts.</p> <p><b>If we are all made in the image of God, why is it important to respect other people and their bodies.</b></p> <p>Autumn 2: To be able to talk about the different people in their family and different groups they belong to.</p>	<p>Healthy Unhealthy Special Unique Similar Different Family Groups Special people Hygiene Money Debate Safe Unsafe Kind and unkind behaviour Community Identity</p>

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						<p>To be able to talk about special people in their lives and what they do to make them feel loved - discuss the Christian belief that the church is a family and that for Christians God loves them more than people do.</p> <p>To be able to appreciate similarities and differences in families.</p> <p>To understand different features of family life.</p> <p>To understand that it is important to tell someone if something about their family makes them feel unhappy or worried.</p> <p>Spring 1: To be able to say what being healthy means and who helps them to stay healthy.</p> <p>To understand that things people put into or their bodies can affect how they feel and the importance of medicines - if our bodies are given to us by God, then why should we respect them?</p> <p>To be able to talk about the importance of hygiene and what they can do on a daily basis to take care of themselves.</p> <p>Spring 2: To understand what money is and how money is obtained - Christians believe that all money belongs to God and they should be thankful for it.</p> <p>To discuss and debate how people make choices about what to do with money - Christians believe that we should be careful with money and look after it wisely.</p>	
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						<p>To understand how to keep money safe and different ways of doing this.</p> <p>Summer 1:</p> <p>To understand that people have different roles in the community and talk about ways in which they help to keep others safe.</p> <p>To be able to identify people who can help them and feel secure in knowing what to do if they feel unsafe.</p> <p>To be able to demonstrate how to get help if there is an accident, including how to dial 999.</p> <p>Summer 2:</p> <p>To be able to discuss how kind and unkind behaviour can affect others.</p> <p>To be able to demonstrate ways to be polite.</p> <p>To be able to talk about how people and animals need to be looked after.</p> <p>To be able to observe ways in which people grow and change.</p> <p>To be able to consider ways to manage change when moving to a new class.</p>	
2	<p>Coming into Year Two, the children can:</p> <p>Autumn 1: Talk about their likes/dislike, identify their strengths and respect difference.</p>	<p>Autumn1: What makes a good friend?</p> <p>Friendship; feeling lonely; managing arguments. PoS refs: R6, R7, R8, R9, R25</p>	<p>Spring1: What jobs do people do?</p> <p>People and jobs; money; role of the internet.  PoS refs: L15, L16, L17, L7, L8</p>	<p>Summer1: What helps us grow and stay healthy?</p> <p>Being healthy: eating, drinking, playing and sleeping.</p>	<p>Through discrete 1 hour weekly lessons as recommended by the PSHE Association.</p> <p>3 pieces of recorded written work per half term.</p>	<p>Autumn 1:</p> <p>To understand how to make friends with others and recognise how people behave when they are being friendly.</p> <p>To be able to recognise when they are feeling lonely and what they could do about it.</p> <p>To be able to discuss ways to resolve</p>	<p>Friend Money Behaviour Responsibility Lonely Resolution Permission Physical contact Bullying Similarity</p>

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<p>Name the external body parts, including external genitalia.</p> <p>Identify that Christians believe that we are created in the image of God and should respect each other.</p> <p>Autumn 2: Identify different groups they belong to. Talk about their families (and special people) and how each family may look different. Talk about how families show love and care. Understand who to talk to if they feel worried.</p> <p>Identify that Christians belong to the church family.</p> <p>Spring 2: Identify ways to keep healthy and well. Express action to take when feeling unwell.</p>	<p>Autumn2: What is bullying?</p> <p>Behaviour; bullying; words and actions; respect for others.</p> <p>PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25</p>	<p>Spring2: What helps us to stay safe?</p> <p>Keeping safe; recognising risk; rules.</p> <p>PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p>	<p>PoS refs: H1, H2, H3, H4, H8, H9</p> <p>Summer2: How do we recognise our feelings?</p> <p>Feelings; moods; times of change; loss and bereavement; growing up.</p> <p>PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27</p>	<p>Additionally photo evidence with annotations.</p>	<p>arguments with friends and how to ask for help if a friendship is making them unhappy.</p> <p>Autumn 2: If we are fearfully and wonderfully made in the image of God, how should we behave towards others that are made in the image of God?</p> <p>To understand how words and actions can affect how people feel.</p> <p>To understand how to ask for and give/not give permission regarding physical contact.</p> <p>To be able to demonstrate why name-calling, hurtful teasing and bullying is unacceptable.</p> <p>To be able to suggest ways to respond if this happens in different situations.</p> <p>To be able to discuss ways to report bullying or other hurtful behaviour.</p> <p>Spring 1: To understand how jobs help people earn money to pay for things they need and want - pupils will understand that Christians believe that everything comes from God including our money and its good to share and be generous.</p> <p>To be able to talk about the different jobs people have in their community.</p> <p>To understand that people have different strengths and interest that enable them to do different jobs.</p>	<p>Difference Rules Identity Managing feelings Trust</p>
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	<p>Understand that Christians believe that if our bodies are given to us by God, we should respect our bodies.</p> <p>Spring 2: Identify where money comes from, identify what we need and what we want, ways to save for these.</p> <p>Understand that Christians believe that money belongs to God so they should be thankful for it.</p> <p>Summer 1: Identify people that help us in our community. Identify strangers and 'safe' strangers. Make a 999 emergency call.</p> <p>Summer 2: Identify kind and unkind behaviour, demonstrating polite behaviour and adjust behaviour in different situations.</p>					<p>To understand how people use the internet and digital devices in their jobs and everyday life.</p> <p>Spring 2: To understand how rules and restrictions help them to keep safe and how to identify unsafe situations - link to the Christian belief that humans are fallen and they can make mistakes but also can ask for forgiveness.</p> <p>To understand how to resist pressure to do something that makes them feel unsafe.</p> <p>To understand that not everything they see online is true or trustworthy.</p> <p>To be able to demonstrate how to tell a trusted adult if they are worried for themselves or others.</p> <p>Summer 1: To understand that different things help their bodies to be healthy and that eating/drinking too much sugar can affect their health.</p> <p>To be able to suggest ways to be physically active and how much rest/sleep to have each day.</p> <p>To understand that there are different ways to learn and play.</p> <p>To be able to talk about how sunshine helps bodies to grow and how to keep safe in the sun.</p> <p>Summer 2:</p>	
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	Express and share their thoughts, questions and concerns about moving to another year group.					<p>To be able to recognise, name and describe a range of feelings.</p> <p>To be able to recognise what helps them to feel good.</p> <p>To be able to identify how different things/times/experiences can bring about different feelings for different people.</p> <p>To understand how feelings can affect people in their bodies and their behaviour.</p> <p>To be able to talk about ways to manage big feelings and the importance of sharing their feelings with someone they trust.</p> <p>To be able to recognise when they might need help with feelings and how to ask for help when they need it.</p>	
3	<p>Coming into Year 3, children can:</p> <p>Autumn 1: Identify ways to make friends, strategies to resolve conflict and how to ask for help when feeling unhappy.</p> <p>Autumn 2: Express how their behaviour may make others feel and how to deal with unwanted physical contact, teasing and hurtful behaviour.</p>	<p><b>Autumn1: How can we be a good friend?</b></p> <p>Friendship; making positive friendships, managing loneliness, dealing with arguments.</p> <p>PoS refs: R10, R11, R13, R14, R17, R18</p> <p><b>Autumn2: What keeps us safe?</b></p> <p>Keeping safe; at home and school; our bodies; hygiene; medicines and household products.</p>	<p><b>Spring1: What are families like?</b></p> <p>Families, family life; caring for each other.</p> <p>PoS refs: R5, R6, R7, R8, R9</p> <p><b>Spring2: What makes a community?</b></p> <p>Community; belonging to groups; similarities and differences; respect for others.</p> <p>PoS refs: R32,</p>	<p><b>Summer1: Why should we eat well and look after our teeth?</b></p> <p>Being healthy: eating well, dental care.</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H11, H14</p> <p><b>Summer2: Why should we keep active and sleep well?</b></p> <p>Being healthy: Keeping active; taking risk.</p>	<p>Through discrete 1 hour weekly lessons as recommended by the PSHE Association.</p> <p>3 pieces of recorded written work per half term.</p> <p>Additionally photo evidence with annotations.</p>	<p>To understand how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded.</p> <p>To be able to recognise if others are feeling lonely and strategies to include them.</p> <p>To understand how to build good friendships and that friendships sometimes have difficulties.</p> <p>To be able to discuss and recognise if a friendship is making them unhappy and how to ask for support.</p> <p>Autumn 2: To be able to recognise hazards that may cause harm or injury and what they should do to reduce the risks.</p> <p>To be able to discuss ways to help keep their body protected and safe - <b>why should</b></p>	<p>Friendships Wellbeing Support Lonely Excluded Harm Injury Protected Unsafe Uncomfortable Permission Health Hygiene Rules</p>

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<p>Discuss ways to report bullying.</p> <p>Express an understanding that Christians are made in the image of God so therefore respect each other.</p> <p>Spring 1: Identify different jobs in their local community and the strengths that enable them to do that job.</p> <p>Identify that jobs help people to earn money to pay for things they need and want.</p> <p>Spring 2: Identify unsafe situations and how to resist pressure to do something that makes them feel unsafe.</p> <p>Identify trusted adults that they can discuss their worries for themselves and others.</p> <p>Make mistakes with the</p>	<p>PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29</p>	<p>R33, L6, L7, L8</p>	<p>PoS refs: H1, H2, H3, H4, H7, H8, H13, H14</p>		<p>we protect our bodies? Link to the Christian idea of who gave us life and the belief about being fearfully and wonderfully made</p> <p>To understand that their body belongs to them and should not be hurt or touched without their permission.</p> <p>To be able to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable.</p> <p>To understand what it means to follow everyday health and hygiene rules to help people stay safe and healthy.</p> <p>To understand how to respond if there is an accident and how to deal with minor injuries.</p> <p>To what to do in an emergency, including calling for help and speaking to the emergency services</p> <p>Spring 1: To understand how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents).</p> <p>To understand how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays.</p> <p>To understand how people within families should care for each other and the different ways they demonstrate this.</p>	
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	<p>knowledge that Christians believe that they can ask for forgiveness.</p> <p>Summer 1: Identify and discuss ways of creating and maintaining a healthy lifestyle with the correct balance of food, exercise and rest.</p> <p>Summer 2: Discuss how they feel in a range of situations and respect that this may vary from person to person.</p> <p>Recognise when they may need help to manage their feelings.</p>					<p>To know how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe.</p> <p>Spring 2: To understand how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups.</p> <p>To understand what is meant by a diverse community; how different groups make up the wider/local community around the school.</p> <p>To understand how the community helps everyone to feel included and values the different contributions that people make.</p> <p>To understand how to be respectful towards people who may live differently to them.</p> <p>Summer 1: To understand how to eat a healthy diet and the benefits of nutritionally rich foods.</p> <p>To understand how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist.</p> <p>To understand how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health.</p> <p>To understand how people make choices about what to eat</p>	
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						<p>and drink, including who or what influences these.</p> <p>To understand how, when and where to ask for advice and help about healthy eating and dental care.</p> <p>Summer 2: To understand how regular physical activity benefits bodies and feelings</p> <p>To understand how to be active on a daily and weekly basis - how to balance time online with other activities.</p> <p>To understand how to make choices about physical activity, including what and who influences decisions.</p> <p>To understand how the lack of physical activity can affect health and wellbeing.</p> <p>To understand how lack of sleep can affect the body and mood and simple routines that support good quality sleep.</p> <p>To understand how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried.</p>	
4	<p>Coming into Year 4, children can:</p> <p>Autumn 1: Discuss the benefits of a friendship, how to be inclusive and the importance of seeking support if feeling unhappy.</p> <p>Autumn 2:</p>	<p>Autumn1: What strength, skills and interests do we have?</p> <p>Self-esteem: Self-worth; personal qualities; goal setting; managing setbacks.</p> <p>PoS refs: H27, H28, H29, L25</p>	<p>Spring1: How can we manage our feelings?</p> <p>Feelings and emotions; expression of feelings; behaviour.</p> <p>PoS refs: H17, H18, H19, H20, H23</p>	<p>Summer1: How can our choices make a difference to others and the environment?</p> <p>Caring for others; the environment; people and animals; shared responsibilities; making choices and decisions.</p>	<p>Through discrete 1 hour weekly lessons as recommended by the PSHE Association.</p> <p>3 pieces of recorded written work per half term.</p> <p>Additionally photo evidence with annotations.</p>	<p>Autumn 1: To recognise personal qualities and individuality</p> <p>To develop self-worth by identifying positive things about themselves and their achievements</p> <p>To recognise their personal attributes, strengths, skills and interests contribute to their self-esteem - <b>Link to the Christian belief that humans are created in the image of God and this should lead to good self-esteem and a sense of joy.</b></p>	<p>Personal qualities Individuality Self-worth Achievements Strengths Skills Self-esteem Goals Management Unhelpful thinking Model</p>

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<p>Identify what to do in an emergency situation.</p> <p>Assess and identify risks that may cause harm; and ways to reduce the risks.</p> <p>Understand that they are in control of their own bodies and actions; that they should not feel under pressure to do anything that makes them feel uncomfortable or unsafe.</p> <p>Identify the link to previous learning that Christians are made in the image of God so we should protect our bodies.</p> <p>Spring 1: Identify differences in family structures.</p> <p>Identify features of positive family life and how to ask for help if they are feeling unhappy, worried or unsafe.</p> <p>Spring 2:</p>	<p>Autumn2: How do we treat each other with respect?</p> <p>Respect for self and others; courteous behaviour; safety; human rights.</p> <p>PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10</p>	<p>Spring2: How will we grow and change?</p> <p>Growing and changing; puberty.</p> <p>PoS refs: H31, H32, H34</p>	<p>PoS refs: L4, L5, L19, R34</p> <p>Summer2: How can we manage risk in different places?</p> <p>Keeping safe; out and about; recognising and managing risk.</p> <p>PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15</p>		<p>To understand how to set goals for themselves</p> <p>To know how to manage when there are setbacks, learn from mistakes and reframe unhelpful thinking.</p> <p>Autumn 2: To understand how people’s behaviour affects themselves and others, including online.</p> <p>To understand how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return about the relationship between rights and responsibilities.</p> <p>To know about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*.</p> <p>To understand the rights that children have and why it is important to protect these.</p> <p>To understand that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination.</p> <p>To know how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns.</p>	<p>Privacy Confidence Rights Protect Included Respected Discrimination Feelings</p>
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	<p>Identify different groups in the community, their contributions and which groups they themselves belong to. Linking this with the knowledge of what is meant by a diverse community and demonstrating respect.</p> <p>Summer 1: Identify strategies to maintain a balanced diet and the impact of unhealthy choices.</p> <p>Identify dental hygiene routines.</p> <p>Summer 2: Discuss the importance of sleep and exercise, and its impact on physical/mental health.</p>					<p>Spring 1:</p> <p>To understand how everyday things can affect feelings.</p> <p>To understand how feelings change over time and can be experienced at different levels of intensity.</p> <p>To know the importance of expressing feelings and how they can be expressed in different ways.</p> <p>To understand how to respond proportionately to, and manage, feelings in different circumstances - <b>Discuss the Christian view that God lives in each believer, how would this help a Christian in times of trouble?</b></p> <p>To know ways of managing feelings at times of loss, grief and change.</p> <p>To understand how to access advice and support to help manage their own or others' feelings.</p> <p>Spring 2:</p> <p>To know about puberty and how bodies change during puberty, <b>(including menstruation and menstrual wellbeing, erections and wet dreams – this will be covered in Year 6 under Sex Education and Science).</b></p> <p>To know how puberty can affect emotions and feelings.</p> <p>To understand how personal hygiene routines change during puberty.</p> <p>To know how to ask for advice and support about growing and changing and puberty.</p> <p>Summer 1:</p> <p>To know how people have a shared</p>	
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						<p>responsibility to help protect the world around them - <a href="#">link this to the Christian idea of Stewardship and caring for the world that has been given to us by God.</a></p> <p>To understand how everyday choices can affect the environment - <a href="#">Explain the Christian idea of Stewardship to carefully and wisely look after what you have been given in a way that shows care towards others.</a></p> <p>To know how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity).</p> <p>To develop the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues.</p> <p>To understand how to show care and concern for others (people and animals).</p> <p>To understand how to carry out personal responsibilities in a caring and compassionate way.</p> <p>Summer 2:</p> <p>To be able to recognise, predict, assess and manage risk in different situations.</p> <p>To know how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about).</p> <p>To know how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this</p>	
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						<p>influence.</p> <p>To understand how people’s online actions can impact on other people.</p> <p>To understand how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online.</p> <p>To know how to report concerns, including about inappropriate online content and contact that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.</p>	
5	<p>Coming into Year 5, the children can:</p> <p>Autumn 1: Identify their personal qualities, strengths, skills and interests.</p> <p>Set personal goals.</p> <p>Autumn 2: Identify respectful behaviour.</p> <p>Identify their rights and responsibilities.</p> <p>Identify secrets that should be kept and those secrets that should not.</p>	<p>Autumn1: What makes up a person’s identity?</p> <p>Identity; personal qualities and attributes; similarities and differences; individuality; stereotypes.</p> <p>PoS refs: H25, H26, H27, R32, L9</p> <p>Autumn2: What decisions can people make with money?</p> <p>Money; making decisions; spending and saving.</p>	<p>Spring1: How can we help in an accident or an emergency?</p> <p>Basic first aid, accidents, dealing with emergencies.</p> <p>PoS refs: H43, H44</p> <p>Spring2: How can friends communicate safely?</p> <p>Friendships; relationships; becoming independent; online safety.</p>	<p>Summer1: How can drugs common to everyday life affect health?</p> <p>Drugs, alcohol and tobacco; healthy habits.</p> <p>PoS refs: H1, H3, H4, H46, H47, H48, H50</p> <p>Summer2: What jobs would we like?</p> <p>Careers; aspirations; role models; the future.</p>	<p>Through discrete 1 hour weekly lessons as recommended by the PSHE Association.</p> <p>3 pieces of recorded written work per half term.</p> <p>Additionally photo evidence with annotations.</p>	<p>Autumn 1: To know how to recognise and respect similarities and differences between people and what they have in common with others</p> <p>To know that there are a range of factors that contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) - <b>To discuss the idea that we are fearfully and wonderfully made by God, how does this add to our identity?</b></p> <p>To understand how individuality and personal qualities make up someone’s identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex).</p> <p>To know about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others.</p>	<p>Respect</p> <p>Similarities</p> <p>Differences</p> <p>Identity</p> <p>Ethnicity</p> <p>Family</p> <p>Faith</p> <p>Culture</p> <p>Gender</p> <p>Hobbies</p> <p>Likes</p> <p>Dislikes</p> <p>Individuality</p> <p>Stereotypes</p> <p>Influence</p> <p>Behaviours</p> <p>Assumptions</p> <p>Decisions</p> <p>Money</p> <p>Value</p> <p>Help</p> <p>Relationships</p> <p>Family</p>

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<p>Identify a range of emotions and the levels of intensity.</p> <p>Identify the importance of expressing feelings and how they can be expressed in different ways.</p> <p>Identify strategies to manage feelings appropriately and how to access support.</p> <p>Identify that Christians have an inner strength because God lives within them.</p> <p>Spring 2: Identify physical and emotional changes expected during puberty (menstruation, menstruation wellbeing, erections and wet dreams) and know who to go to for advice.</p> <p>Summer 1: Talk about how choices and actions affect the world around us.</p>	<p>PoS refs: R34, L17, L18, L20, L21, L22, L24</p>	<p>PoS refs: R1, R18, R24, R26, R29, L11, L15</p>	<p>PoS refs: L26, L27, L28, L29, L30, L31, L32</p>		<p>To know how to challenge stereotypes and assumptions about others.</p> <p>Autumn 2: To know how people make decisions about spending and saving money and what influences them - Explain the Christian idea of Stewardship to carefully and wisely look after what you have been given in a way that shows care towards others.</p> <p>To understand how to keep track of money so people know how much they have to spend or save.</p> <p>To understand how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) - Pupils will understand that Christians teach that “the truth will set you free” (John 8 Verse 32). The aim of the gospel is that people should be free from what binds them (including debt and impulsive gambling).</p> <p>To know how to recognise what makes something ‘value for money’ and what this means to them that there are risks associated with money (it can be won, lost or stolen) and how money can affect people’s feelings and emotions.</p> <p>Spring 1: To know how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions.</p> <p>To know that if someone has experienced a head injury, they should not be moved.</p>	<p>Friendships Concerns Personal safety Personal information Internet Social media Drug use Habit career</p>
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The three core themes:

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	<p>Identify the Christian idea of stewardship and the importance of caring for the world that God has given us.</p> <p>Summer 2: Recognise risks in their local environment and understand the influences of others.</p> <p>Discuss ways to keep safe online, including inappropriate contact and sharing.</p>					<p>To understand when it is appropriate to use first aid and the importance of seeking adult help.</p> <p>To understand the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services.</p> <p>Spring 2: To know about the different types of relationships people have in their lives.</p> <p>To know how friends and family communicate together; how the internet and social media can be used positively.</p> <p>To understand how knowing someone online differs from knowing someone face-to-face.</p> <p>To know how to recognise risk in relation to friendships and keeping safe.</p> <p>To know about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family - share the Christian belief that each individual has ultimate worth and therefore they should be wise in how they use the internet and access truthful information.</p> <p>To understand how to respond if a friendship is making them feel worried, unsafe or uncomfortable - Understand that Christians believe that we all 'Fallen' and that some people will deceive and manipulate information and they need to protect themselves.</p>	
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						<p>To know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety.</p> <p>Summer 1:</p> <p>To understand how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and Wellbeing.</p> <p>To know that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal.</p> <p>To know how laws surrounding the use of drugs exist to protect them and others.</p> <p>To understand why people choose to use or not use different drugs.</p> <p>To understand how people can prevent or reduce the risks associated with them.</p> <p>To know that for some people, drug use can become a habit which is difficult to break how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use.</p> <p>To know how to ask for help from a trusted adult if they have any worries or concerns about drugs.</p> <p>Summer 2:</p> <p>To know that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime.</p>	
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						<p>To understand that some jobs are paid more than others and some may be voluntary (unpaid).</p> <p>To know about the skills, attributes, qualifications and training needed for different jobs.</p> <p>To understand that there are different ways into jobs and careers, including college, apprenticeships and university.</p> <p>To know how people choose a career/job and what influences their decision, including skills, interests and pay.</p> <p>To know how to question and challenge stereotypes about the types of jobs people can do - <b>Support pupils with strategies for challenging injustice and harassment and for standing by supporting those whose suffer.</b></p> <p>To know how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions.</p>	
6	<p>Coming into Year 6, children can:</p> <p>Discuss my own personal identity and what contributes to this.</p> <p>Understand that Christians believe we are fearfully and wonderfully made by God,</p>	<p><b>Autumn1 and 2: How can we keep healthy as we grow?</b></p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility.</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11,</p>	<p><b>Spring1 and 2: How can the media influence people?</b></p> <p>Media literacy and digital resilience; influences and decision-making; online safety.</p> <p>PoS refs: H49, R34, L11, L12, L13, L14, L15,</p>	<p><b>Summer1 and 2: What will change as we become more independent? How do friendships change as we grow?</b></p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school.</p>	<p>Through discrete 1 hour weekly lessons as recommended by the PSHE Association.</p> <p>3 pieces of recorded written work per half term.</p> <p>Additionally photo evidence with annotations.</p>	<p>Autumn 1 and 2:</p> <p>To understand how mental and physical health are linked.</p> <p>To understand how positive friendships and being involved in activities such as clubs and community groups support wellbeing.</p> <p>To know how to make choices that support a healthy, balanced lifestyle including:</p> <p>» how to plan a healthy meal, how to stay physically active, how to maintain good dental health, including oral hygiene,</p>	<p>Mental and physical health</p> <p>Positive friendships</p> <p>Community Choices</p> <p>Balanced lifestyle</p> <p>Healthy lifestyle</p> <p>Influence</p> <p>Habits</p> <p>Health choices</p> <p>Strategies</p>

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<p>contributing to our identity.</p> <p>Identify stereotypes and understand how to challenge these appropriately.</p> <p>Autumn 2: Identify ways to save and spend money (bank account, savings, store card, loans.)</p> <p>Identify that Christians value the importance of spending wisely and the dangers of debt.</p> <p>Spring 1: Carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions.</p> <p>Spring 2: Identify different types of relationships.</p> <p>Discuss the risks of online interaction and how this differs from knowing someone face-to-face.</p>	<p>H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p>	<p>L16, L23</p>	<p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>		<p>food and drink choices, how to benefit from and stay safe in the sun, how and why to balance time spent online with other activities, how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep, how to manage the influence of friends and family on health choices.</p> <p>To understand that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one.</p> <p>To understand how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them. To recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school.</p> <p>To understand that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on.</p> <p>To understand that anyone can experience mental ill-health and to discuss concerns with a trusted adult.</p> <p>To understand that mental health difficulties can usually be resolved or managed with the right strategies and support.</p> <p>To understand and discuss the pants rule and that some people might need to see private areas of our bodies including parents, doctors, nurses and that some people are not. To understand the</p>	<p>Legal and illegal drugs Mental health Mental health problems Resolved Managed Media Wellbeing Adults Choices Thoughts feelings actions Discuss Debate Relationships Intimacy Reproductive organs change</p>
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	<p>Identify the risks of sharing information online.          Linked to the understanding that Christians believe that each individual has ultimate worth and therefore they should be wise in how they use the internet and access truthful information.</p> <p>Summer 1:          Identify legal and illegal drugs; and how these could influence our lives.</p> <p>Summer 2:          Identify pathways to qualifications and trainings.</p> <p>Identify skills they may need in a chosen career.</p>					<p>importance of voicing concerns and speaking to a trusted adult.</p> <p>Spring 1 and 2:          To know how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions.</p> <p>To understand that not everything should be shared online or social media and that there are rules about this, including the distribution of images.</p> <p>To understand that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions.</p> <p>To understand how text and images can be manipulated or invented; strategies to recognise this.</p> <p>To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts.</p> <p>To recognise unsafe or suspicious content online and what to do about it.</p> <p>To know how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them.</p> <p>To know how to make decisions about the content they view online or in the media and know if it is appropriate for their age range.</p> <p>To know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue.</p>	
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						<p>To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have.</p> <p>To discuss and debate what influences people's decisions, taking into consideration different viewpoints.</p> <p>Summer 1 and 2: To understand that people have different kinds of relationships in their lives, including romantic or intimate relationships - <b>discuss that some Christians believe that the Fall can explain why people make mistakes and take risky choices in their relationships.</b></p> <p>To understand that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another.</p> <p>To understand that adults can choose to be part of a committed relationship or not, including marriage or civil partnership. To understand that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime.</p> <p>To understand how puberty relates to growing from childhood to adulthood.</p> <p>To understand about the reproductive organs and process - how babies are conceived and born and how they need to be cared for.</p> <p>To understand that there are ways to prevent a baby being made<sup>2</sup>.</p>	
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						<p>To understand how growing up and becoming more independent comes with increased opportunities and responsibilities.</p> <p>To know how friendships may change as they grow and how to manage this.</p> <p>To know how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing.</p> <p>Pupils can discuss and evaluate the possible benefits of holding and practising the Christian beliefs about intimate re4lationships.</p>	
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**CORE THEME 1: HEALTH AND WELLBEING**

- KS1 Learning opportunities in Health and Wellbeing: H1 – H0 are based on Healthy Lifestyles (physical wellbeing)
- KS2 Learning opportunities in Health and Wellbeing: H1 – H14 are based on Healthy Lifestyles (physical wellbeing)
- KS1 Learning opportunities in Health and Wellbeing: H11 – H20 are based on Mental Health
- KS2 Learning opportunities in Health and Wellbeing: H15 – H24 are based on Mental Health
- KS1 Learning opportunities in Health and Wellbeing: H21 – H27 are based on Ourselves, growing and changing
- S2 Learning opportunities in Health and Wellbeing: H25 – H36 are based on Ourselves, growing and changing
- KS1 Learning opportunities in Health and Wellbeing: H28 – H36 are based on Keeping Safe
- KS2 Learning opportunities in Health and Wellbeing: H37 – H45 are based on Keeping Safe
- KS1 Learning opportunities in Health and Wellbeing: H37 are based on Drugs, alcohol and tobacco
- KS2 Learning opportunities in Health and Wellbeing: H46 – H50 are based on Drugs, alcohol and tobacco

**CORE THEME 2: RELATIONSHIPS**

- KS1 Learning opportunities in Relationships: R1 – R5 are based on Families and close positive relationships
- KS2 Learning opportunities in Relationships: R1 – R9 are based on Families and close positive relationships
- KS1 Learning opportunities in Relationships: R6 – R9 are based on Friendships

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KS2 Learning opportunities in Relationships: R10 – R18 are based on Friendships

KS1 Learning opportunities in Relationships: R10 – R18 are based on Friendships

KS1 Learning opportunities in Relationships: R10 – R12 are based on Managing hurtful behaviour and bullying

KS2 Learning opportunities in Relationships: R19 – R21 are based on Managing hurtful behaviour and bullying

KS1 Learning opportunities in Relationships: R13 – R20 are based on Safe Relationships

KS2 Learning opportunities in Relationships: R22 – R29 are based on Safe Relationships

KS1 Learning opportunities in Relationships: R21 – R25 are based on Respecting self and others

KS2 Learning opportunities in Relationships: R30 – R34 are based on Respecting self and others

### CORE THEME 3: LIVING IN THE WIDER WORLD

KS1 Learning opportunities in Living in the wider World: L1 – L3 are based on Shared responsibilities

KS2 Learning opportunities in Living in the wider World: L1 – L5 are based on Shared responsibilities

KS1 Learning opportunities in Living in the wider World: L4 – L6 are based on Communities

KS2 Learning opportunities in Living in the wider World: L6 – L10 are based on Communities

KS1 Learning opportunities in Living in the wider World: L7 – L9 are based on Media literacy and digital resilience

KS2 Learning opportunities in Living in the wider World: L11 – L16 are based on Media literacy and digital resilience

KS1 Learning opportunities in Living in the wider World: L10 – L13 are based on Economic wellbeing: Money

KS2 Learning opportunities in Living in the wider World: L17 – L24 are based on Economic wellbeing: Money

KS1 Learning opportunities in Living in the wider World: L14 – L17 are based on Economic wellbeing: Aspirations, work and career

KS2 Learning opportunities in Living in the wider World: L25 – L32