



PHSE Curriculum Overview 2024-2025



PSHE Overview and Key Learning						
	<u>Autumn 1</u> Being me in my world	<u>Autumn 2</u> Celebrating Difference	<u>Spring 1</u> Dreams and Goals	<u>Spring 2</u> Healthy Me	<u>Summer 1</u> Relationships	<u>Summer 2</u> Changing Me including SRE
Foundation	-Recognising own and others emotions -Work alongside others.	-Explore including others and being kind. -Solve problems and help someone when needed.	-Persevere and work well in a group. -Show a positive attitude and achieve goals.	-Know how to have a healthy diet and be physically active. -Learn how to keep myself and others safe.	-Understand how to make friends and solve friendship problems. -Show respect to others and help them when they are upset or hurt.	-Talk about changes to body since being a baby and our emotions to these. -Understand the functions of parts of our bodies eg. hands, arm, legs. -Transition to Year 1
Year 1	-Understanding rights and responsibilities of being part of a community. -Recognising emotions such as proud.	-Identifying difference between peers. -Exploring difference as being special and unique.	-Identify and explore our success in new challenges. - Set goals and look at the step by step process in order to achieve this.	-Identify ways of keeping bodies healthy and safe. -Recognise how being healthy helps us feel happy.	-Explore and identify what makes a good friend. -Recognise who helps me within our school community.	-Identifying changes which have happened eg, walking, teeth falling out. -Explore changes happening as we grow by looking at lifecycle of frogs and butterflies. Transition to Year 2
Year 2	-Understand the rights and responsibilities being a member of my class /school and help to make it a safe and fair place. -Recognising emotions such as worried and knowing who to ask for help.	-Identify differences between peers. -Explain why I value this difference about him/her.	-Identify own strengths and explore how to persevere. -Explore working cooperatively with others to create an end product.	-Sort food groups and name healthy snacks and explain how they affect my body. -Understand how medicines work in my body.	-Identify things that cause conflict between me and my friends and demonstrate how to use the positive problem solving technique to resolve conflicts.	-Explain the natural process of growing from young to old. -Understand different types of touch and how to ask for help from people we trust. -Transition to Year 3.
Year 3	-Valuing myself and how to make others feel valued. -Understand behaviour brings rewards/ consequences and this affects others feelings.	-Recognise the consequences of using hurtful words. -Explore and solve bullying situations. -Giving and receiving compliments.	-Evaluate my own learning process and identify how it can be improved next time. -Recognise obstacles which may hinder our achievement and how to overcome this.	-Understand how exercise affects my body and the importance of the heart and lungs. -Explore strategies to myself safe including who to go to for help.	-Explain how some of the actions and work of people around the world help and influence my life. -Show an awareness of how this could affect my choices.	-Understand how babies grow in a mother's uterus and what a baby needs to grow and develop. -Understand outside body changes- boys and girls bodies change as they grow older. Transition to Year 4

Year 4	<ul style="list-style-type: none"> -Understand who is in my school community. -Understand how democracy works through the school council and having a voice benefits this. 	<ul style="list-style-type: none"> -Explore influences which make us make assumptions about people. -How to spot bullying and what to do about it. 	<ul style="list-style-type: none"> -Explore disappointment and set new goals / plans. -Know what it means to be resilient and have a positive attitude. 	<ul style="list-style-type: none"> -Understand facts on smoking and alcohol and the effects on health. -Recognising changing dynamics in friendship groups and ways to resist when people are putting you under pressure. 	<ul style="list-style-type: none"> -Explain different points of view on an animal rights issue. -Identify and express why someone is special to me. 	<ul style="list-style-type: none"> -Understand how a girl/boy's body changes during puberty and the importance of looking after yourself physically and emotionally. -Understand they are in charge of their decisions and express any concerns of changes which are outside their control. <p>Transition to Year 5.</p>
Year 5	<ul style="list-style-type: none"> -I understand my rights and responsibilities as a British citizen. -I can empathise with people in this country whose lives are different to my own 	<ul style="list-style-type: none"> -Explore cultural differences and understand the terminology racism. -Explain the differences between direct and indirect types of bullying. -Support children who are being bullied / Encourage those using bullying behaviours to make other choices. 	<ul style="list-style-type: none"> - Explore dreams and goals of a young person from a different culture. -Reflect how these relate to my own. 	<ul style="list-style-type: none"> -Explore eating problems (disorder) which can develop including body image pressures. -Understand health risks related to smoking and consuming alcohol. -Know what to do in emergency situations including the recovery position. 	<ul style="list-style-type: none"> - Explain how to stay safe when using technology to communicate and recognise risks which may arise. -Discuss what having a boyfriend / girlfriend means and exploring the feelings of jealousy. 	<ul style="list-style-type: none"> -Understand how a girl/boy's body changes during puberty -Physical and emotional changes occurred during male and female puberty. -Understand that teenage years mean growing responsibilities. <p>Transition to Year 6.</p>
Year 6	<ul style="list-style-type: none"> - I know that there are universal rights for all children but for many children these rights are not met. -Understand that my actions impact myself and others. 	<ul style="list-style-type: none"> -Appreciating people for who they are, focussing on people with disabilities. -Explain ways in which difference can be a cause for conflict and celebration. 	<ul style="list-style-type: none"> -Set challenging realistic goals and work out steps to success. -Describe ways I can work with other people to help make the world a better place. 	<ul style="list-style-type: none"> - Evaluate when alcohol is being used responsibly, anti-socially or being misused. -Recognise feeling stressed and the triggers. -Explore attitudes towards mental health issues. 	<p><u>Summer 2</u></p> <ul style="list-style-type: none"> -Explore love and loss and the different stages of grief. -Understand how to use technology positively and safely. Including Puberty and SRE -Awareness of 'real' and 'self' image including airbrushing in the media. <p><u>Summer 2</u></p> <ul style="list-style-type: none"> -Understand how a girl/boy's body changes during puberty and the importance of looking after yourself physically and emotionally. -Ask questions about changes during puberty. <p>Transition to secondary school.</p>	