

## You, Me, PSHE Whole School Overview

Please note: The red flag symbol demarcates themes directly related to safeguarding pupils. 

	EIFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	<p><u>Making Relationships:</u></p> <p>Play in a group, extending and elaborating play ideas. Initiate play, offering cues to peers to join them. Keep play going by responding to what others are saying or doing. Demonstrate friendly behaviour, initiate conversations and form good relationships with peers and familiar adults.</p> <p><u>Self-Confidence and Self-Awareness:</u></p> <p>Select and use activities and resources with help. Welcome and value praise for what they have done. Enjoy the responsibility of carrying out small tasks.</p>	<p><u>Theme: Physical health and wellbeing</u> <u>Focus: Fun times</u> Children learn about: Food that is associated with special times in different cultures. Active playground games from around the world. Sun-safety.</p>	<p><u>Theme: Physical health and wellbeing</u> <u>Focus: What keeps me healthy?</u> Children learn about: Eating well. The importance of physical activity, sleep and rest. People who help us to stay healthy and well and about basic health and hygiene routines.</p>	<p><u>Theme: Drug, alcohol and tobacco education</u> <u>Focus: Tobacco is a drug</u> Children learn about: The definition of a drug and that drugs (including medicines) can be harmful to people. The effects and risks of smoking tobacco and second-hand smoke. The help available for people to remain smoke free or stop smoking. <b>Asthma lesson</b> Medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use.</p>	<p><u>Theme: Drug, alcohol and tobacco education</u> <u>Focus: Making choices</u> Children learn about: Drugs (other than medicines) that are common in everyday life, and why people choose to use them. The effects and risks of drinking alcohol. Different patterns of behaviour that are related to drug use. <b>Asthma lesson</b> Medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use.</p>	<p><u>Theme: Mental health and emotional wellbeing</u> <u>Focus: Dealing with feelings</u> Children learn about: A wide range of emotions and feelings and how these are experienced in the body. Times of change and how this can make people feel. The feelings associated with loss, grief and bereavement.</p>	<p><u>Theme: Mental health and emotional wellbeing</u> <u>Focus: Healthy minds</u> Children learn about: What mental health is. What can affect mental health and some ways of dealing with this. Some everyday ways to look after mental health. The stigma and discrimination that can surround mental health.</p>
<b>Autumn 2</b>	<p>Enjoy the responsibility of carrying out small tasks. Be more outgoing towards unfamiliar people and more confident in new social situations. Be confident to talk to other children when playing, and will communicate freely about own home and community. Show confidence in asking adults for help.</p> <p><u>Managing Feelings and Behaviour:</u></p> <p>Be aware of their own feelings, and know that some actions and words can hurt others' feelings. Begin to accept the needs of others. Take turns and share resources, sometimes with support. Tolerate a delay when needs are not immediately met, and understand wishes may not always be met.</p>	<p><u>Theme: Keeping safe and managing risks</u> <u>Focus: Feeling safe</u> Children learn about: Safety in familiar situations. Personal safety. People who help keep them safe outside the home.</p>	<p><u>Theme: Keeping safe and managing risks</u> <u>Focus: Indoors and outdoors</u> Children learn about: Keeping safe in the home, including fire safety. Keeping safe outside. Road safety.</p>	<p><u>Theme: Keeping safe and managing risks</u> <u>Focus: Bullying- see it, say it, stop it</u> Children learn about: Recognising bullying and how it can make people feel. Different types of bullying and how to respond to incidents of bullying. What to do if they witness bullying.</p>	<p><u>Theme: Keeping safe and managing risk</u> <u>Focus: Playing safe</u> Children learn about: How to be safe in their computer gaming habits. Keeping safe near roads, rail, water, building sites and around fireworks. What to do in an emergency and basic emergency first aid procedures.</p>	<p><u>Theme: Identity, society and equality</u> <u>Focus: Stereotypes, discrimination and prejudice (including tackling homophobia)</u> Children learn about: Stereotyping, including gender stereotyping. Prejudice and discrimination and how this can make people feel.</p>	<p><u>Theme: Identity, society and equality</u> <u>Focus: Human rights</u> Children learn about: People who have moved from other places (including the experience of refugees). Human rights and the UN convention on the Rights of the Child. Homelessness.</p>

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<b>Spring 1</b>	<p><u>Making Relationships:</u></p> <p>Initiate conversations, attend to and take account of what others say.</p> <p>Explain their own knowledge and understanding, and ask appropriate questions of others.</p> <p>Take steps to resolve conflicts with other children e.g. finding a compromise.</p> <p><u>Self-Confidence and Self-Awareness:</u></p>	<p><u>Theme: Identity, society and equality</u> <u>Focus: Me and others</u></p> <p>Children learn about:</p> <p>What makes themselves and others special.</p> <p>Roles and responsibilities at home and school.</p> <p>Being co-operative with others.</p>	<p><u>Theme: Relationship and sex education</u> <u>Focus: Boys and girls, families</u></p> <p>Children learn about:</p> <p>How to understand and respect the differences and similarities between people.</p> <p>The biological differences between male and female animals and their role in the life cycle.</p> <p>The biological different between male and female children.</p> <p>Growing from young to old and that they are growing and changing.</p> <p>Everybody needs to be cared for and ways in which they care for others.</p>	<p><u>Theme: Physical health and wellbeing</u> <u>Focus: What helps me choose?</u></p> <p>Children learn about:</p> <p>Making healthy choices about food and drinks.</p> <p>How branding can affect foods people choose to buy.</p> <p>Keeping active and some of the challenges of this.</p>	<p><u>Theme: Physical health and wellbeing</u> <u>Focus: What is important to me?</u></p> <p>Children learn about:</p> <p>Why people may eat or avoid certain foods (religious, moral, cultural or health reasons).</p> <p>Other factors that contribute to peoples food choices (such as ethical farming, fair trade and seasonality).</p> <p>The importance of getting enough sleep.</p>	<p><u>Theme: Physical health and wellbeing</u> <u>Focus: In the media</u></p> <p>Children learn about:</p> <p>Messages given on food adverts can be misleading.</p> <p>Role models.</p> <p>How the media can manipulate images and that these images may not reflect reality.</p>	<p><u>Theme: Relationship and sex education</u> <u>Focus: Healthy relationships/how a baby is made</u></p> <p>Children learn about:</p> <p>The changes that occur during puberty.</p> <p>Considering different attitudes and values around gender stereotyping and sexuality and consider their origin and impact.</p> <p>What values are important to them in relationships and to appreciate the importance of friendship in intimate relationships.</p> <p>The human reproduction in the context of the human lifecycle.</p> <p>How a baby is made and grows (conception and pregnancy).</p> <p>Roles and responsibilities of carers and parents.</p> <p>How to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it.</p> <p><b>Additional sessions:</b></p> <p>Some myths and misconceptions about HIV, who it affects and how it is transmitted.</p> <p>How the risk of HIV can be reduced.</p> <p>How contraception can be used to stop a baby from being conceived.</p>
<b>Spring 2</b>	<p>Be confident to speak to others about own needs, wants, interests and opinions.</p> <p>Describe themselves in positive terms and talk about abilities.</p> <p><u>Managing Feelings and Behaviour:</u></p> <p>Understand that their own actions affect other people.</p> <p>Show awareness of the boundaries set, and of behavioural expectations in the setting.</p> <p>Begin to be able to negotiate and solve problems without aggression.</p>	<p><u>Theme: Careers, financial capability and wellbeing</u> <u>Focus: My money</u></p> <p>Children learn about:</p> <p>Where money comes from and making choices when spending money.</p> <p>Saving money and how to keep it safe.</p> <p>The different jobs people do.</p>	<p>Different types of family and how their home-life is special.</p> 	<p><u>Theme: Identity, society and equality</u> <u>Focus: Celebrating difference</u></p> <p>Children learn about:</p> <p>Valuing the similarities and differences between themselves and others.</p> <p>What is meant by community.</p> <p>Belonging to groups.</p>	<p><u>Theme: Identity, society and equality</u> <u>Focus: Democracy</u></p> <p>Children learn about:</p> <p>Britain as a democratic society.</p> <p>How laws are made.</p> <p>The local council.</p>	<p><u>Theme: Careers, financial capability and economic wellbeing</u> <u>Focus: Borrowing and earning money</u></p> <p>Children learn about:</p> <p>Money can be borrowed but there are risks associated with this.</p> <p>Enterprise.</p> <p>What influences people's decisions about careers.</p>	

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<p style="text-align: center;"><b>Summer 1</b></p>	<p><u>Making Relationships:</u> Play co-operatively taking turns with others. Take account of one another's ideas about how to organise their activities. Show sensitivity to other's needs and feelings. Form positive relationships with adults and other children.</p> <p><u>Self-Confidence and Self-Awareness:</u> Show confidence in trying new activities. Say why they like some activities more than others. Be confident to speak in a familiar group. Talk about their ideas. Choose the resources they need for their chosen activities.</p> <p>Say when they do or don't need help.</p>	<p><u>Theme: Mental health and emotional wellbeing</u> <u>Focus: Feelings</u> Children learn about: Different types of feelings. Managing different feelings. Change or loss and how this can feel.</p>	<p><u>Theme: Mental health and emotional wellbeing</u> <u>Focus: Friendship</u> Children learn about: The importance of special people in their lives. Making friends and who can help with friendships. Solving problems that might arise with friendships.</p>	<p><u>Theme: Mental health and emotional wellbeing</u> <u>Focus: Strengths and challenges</u> Children learn about: Celebrating achievements and setting personal goals. Dealing with put-downs. Positive ways to deal with setbacks.</p>	<p><u>Theme: Relationship and sex education</u> <u>Focus: Growing up and changing</u> Children learn about: The way we grow and change throughout the human lifecycle. The physical changes associated with puberty. Menstruation and wet dreams. The impact of puberty on physical hygiene and strategies for managing this. How puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty. Strategies to deal with feelings in the context of relationships.</p>	<p><u>Theme: Keeping safe and managing risks</u> <u>Focus: When things go wrong</u> Children learn about: Keeping safe online. That violence within relationships is not acceptable. Problems that can occur when someone goes missing from home.</p> 	<p><u>Theme: Keeping safe and managing risk</u> <u>Focus: Keeping safe- out and about</u> Children learn about: Feelings of being out and about in the local area with increasing independence. Recognising and responding to peer pressure. The consequences of anti-social behaviour (including gangs and gang related behaviour). <b>FGM (Female genital mutilation)</b> The importance for girls to be protected against FGM.</p>
<p style="text-align: center;"><b>Summer 2</b></p>	<p><u>Managing Feelings and Behaviour:</u> Talk about how they and others show a variety of feelings. Talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. Work as part of a group or class and understand and follow the rules. Adjust their behaviour to different situations and take changes of routine in their stride.</p>	<p><u>Theme: Drug, alcohol and tobacco education</u> <u>Focus: Healthy lifestyles</u> Children learn about: What can go into bodies and how it can make people feel. What can go on to bodies and how it can make people feel.</p> 	<p><u>Theme: Drug, alcohol and tobacco education</u> <u>Focus: Medicines and me</u> Children learn about: Why medicines are taken. Where medicines come from. Keeping themselves safe around medicines. <b>Asthma lesson</b> Medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use.</p> 	<p><u>Theme: Careers, financial capability and economic wellbeing</u> <u>Focus: Saving, spending and budgeting</u> Children learn about: What influences people's choices about spending and saving money. How people can keep track of their money. The world of work.</p>	<p>How to answer each other's questions about puberty with confidence, to seek support and advice when they need it.</p> 	<p><u>Theme: Drug, alcohol and tobacco education</u> <u>Focus: Different influences</u> Children learn about: The risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis. Different influences on drug use- alcohol, tobacco and nicotine products. Strategies to resist pressure from others about whether to use drugs- smoking drugs and alcohol.</p> 	<p><u>Theme: Drug, alcohol and tobacco education</u> <u>Focus: Weighing up risk</u> Children learn about: The risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs. Assessing the level of risk in different situations involving drugs. Ways to manage risk in situations involving drug use.</p> 