

## PSHCE Curriculum –Whole School Overview

| Topics        | Rights and Responsibilities  | Environment   | Money  | Feelings and emotions  | Healthy Relationships   | Valuing difference   | Healthy Lifestyles  | Growing and Changing  | Keeping Safe   |
|---------------|--|---|--|--|---|--|---|---|--|
| <b>Year 1</b> | Group and class rules; everybody is unique in some ways and the same in others   | Looking after the local environment<br><i>(CROSS YEAR-GROUP PROJECT WITH YEAR 2)</i>    | Where money comes from; how to use money - saving and spending money   | Recognising feelings in self and others; sharing feelings  | Secrets and keeping safe; special people in their lives   | Respecting similarities and differences in others; sharing views and ideas   | What helps keep bodies healthy; hygiene routines  | Recognising what they are good at; setting goals. Change and loss and how it feels  | Keeping safe around household products; how to ask for help if worried about something   |
| <b>Year 2</b> | 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 | Looking after the local environment<br><i>(CROSS YEAR-GROUP PROJECT WITH YEAR 1)</i>    | Where money comes from; saving and spending money; making choices; keeping track of money spent/saved                                  | Behaviour; bodies and feelings can be hurt   | Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying                              | Respecting similarities and differences in others; sharing views and ideas   | Healthy choices; different feelings; managing feelings  | Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (including external genitalia)         | Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts   |
| <b>Year 3</b> | Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community   | Responsibilities; rights and duties   | Enterprise; what it means; developing skills in enterprise<br><i>(CROSS YEAR-GROUP PROJECT WITH YEAR 6)</i>                            | Recognising feelings in others; responding to how others are feeling                             | Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively | Recognising and responding to bullying   | What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits  | Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings  | School rules on health and safety; basic emergency aid; people who help them stay healthy and safe                             |
| <b>Year 4</b> | Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world   | Sustainability of the environment across the world                                      | Role of money; managing money (saving and budgeting); what is meant by interest and loan   | Keeping something confidential or secret; when to break a confidence; recognise and manage dares | Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers  | Listen and respond effectively to people; share points of view   | What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs  | Recognising what they are good at; setting goals. Intensity of feelings; managing complex feelings. Changes that happen in life and feelings associated with change | How to keep safe in local area and online; people who help them stay healthy and safe  |
| <b>Year 5</b> | Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences                 | Different rights; responsibilities and duties   | Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax | Responding to feelings in others   | Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback                            | Listening to others; raise concerns and challenge  | What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices | Recognising what they are good at; setting goals; aspirations. Changes at puberty. Coping with change and transition; bereavement and grief                         | Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety |
| <b>Year 6</b> | Discuss and debate health and wellbeing issues. Human rights; the rights of child;   | How resources are allocated; effect of this on individuals; communities and environment | Enterprise; setting up an enterprise<br><i>(CROSS YEAR-GROUP PROJECT WITH YEAR 3)</i>  | Confidentiality and when to break a confidence; managing dares                                   | Different types of relationships; positive and healthy relationships; maintaining relationships;                                      | Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; | Images in the media and reality; how this can affect how people feel; risks and effects of drugs  | Recognising what they are good at; setting goals; aspirations. Changes at puberty<br><i>(recap Y4)</i> ; human reproduction; roles and                              | Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to                   |

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|  | <p>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</p> |  |  |  | <p>recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy</p> | <p>discrimination and bullying</p> |  | <p>responsibilities of parents</p> | <p>protect their body and speaking out<br/> <span style="background-color: black; color: black;">[REDACTED]</span><br/>                     responsible for their health and safety; where to get help and advice</p> |
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