PSHE Overview

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| Concept | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Being me in my world | I understand how it feels to belong and that we are all similar and different  I can start to recognise and manage my feelings  I enjoy working with others to make school a good place to be  I understand why it is good to be kind and use gentle hands  I am starting to understand children’s rights and this means we should all be allowed to learn and play  I am learning what being responsible means | I understand my rights and responsibilities as a member of my class  I know my views are valued and can contribute to the learning charter  I can recognise the choices I make and understand the consequences | I can identify some hopes and fears for this year  I understand the rights and responsibilities for being a member of my class  I can listen to other people and contribute my own ideas about rewards and consequences  I understand how following the learning charter will help me and others learn  I can recognise the choices I make and understand the consequences | I recognise my worth and can identify positive things about myself and my achievements  I can set personal goals  I can face new challenges positively, make responsible choices and ask for help when I need it  I understand why rules are needed and how they relate to rights and responsibilities  I understand that my actions affect myself and others and I care about other people’s feelings  I can make responsible choices and take action  I understand my actions affect others and try and see things from their point of view | I know my attitudes and actions make a difference to the class team  I understand who is in my school community, their roles and how I fit in  I understand how democracy works through the school council  I understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them  I understand how groups come together to make decisions  I understand how democracy and having a voice benefits the school community | I can face new challenges positively and know how to set personal goals  I understand my rights and responsibilities as a British citizen and a member of my school  I can make choices about my own behaviour because I understand how rewards and consequences feel  I understand how an individual’s behaviour can impact on a group  I understand how democracy and having a voice benefits the school community and know how to participate in this | I can identify my goals for this year, understand my fears and worries about the future and know how to express them  I know that there are universal rights for all children but for many children these rights are not met  I understand that my actions affect other people locally and globally  I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities  I understand how an individual’s behaviour can impact on a group  I understand how democracy and having a voice benefits the school community |
| Celebrating difference | I can identify something I am good and understand everyone is good at different things  I understand that being different makes us special  I know we are all different but the same in some ways  I can tell you why I think my home is special to me  I can tell you how to be a kind friend  I know which words to use to stand up for myself when someone says or does something unkind | I can identify similarities and differences between people in my class  I can tell you what bullying is  I know some people who I could talk to if I was feeling unhappy or being bullied  I know how to make new friends  I can tell you some ways I am different from my friends | I am starting to understand that sometimes people make assumptions about boys and girls  I understand that bullying is sometimes about difference  I can recognise what is right and wrong and how to look after myself  I know some ways to make new friends  I can tell you some ways I am different from my friends | I understand that everybody’s family is different and important to them  I understand that differences and conflicts sometimes happen among family members  I know what it means to be a witness to bullying and how witnesses can make a situation better or worse by what they do  I recognise that some words are used in hurtful ways | I understand that, sometimes, we make assumptions based on what people look like  I understand what influences me to make assumptions based on how people look  I know that sometimes bullying is hard to spot and I know what to do if I think it’s going on but I’m not sure  I can tell you why witnesses sometimes join in with bullying and sometimes don’t tell  I can identify what is special about me and value the ways in which I am unique  I can tell you a time when my first impression of someone changed when I got to know them | I understand that cultural differences sometimes cause conflict  I understand what racism is  I understand how rumour-spreading and name-calling can be bullying behaviours  I can explain the difference between direct and indirect types of bullying  I can compare my life with people in the developing world  I can enjoy the experience of a culture other than my own | I understand there are difference perceptions about what normal means  I understand how having a disability could affect someone’s life  I can explain some of the ways in which one person or a group can have power over another  I know some of the reasons why people use bullying behaviours  I can give examples of people with disabilities who lead amazing lives  I can explain ways in which difference can be a source of conflict and a cause for celebration |
| Dreams and Goals | I understand that if I persevere I can tackle challenges  I can tell you about a time I didn’t give up until I achieved my goal  I can set a goal and work towards it  I can use kind words to encourage people  I understand the link between what I learn now and the job I might like to do when I’m older  I can say how I feel when I achieve a goal and know what it means to feel proud | I can set simple goals and work out how to achieve them  I understand how to work well with a partner  I can tackle new challenges and understand this might stretch my learning  I can identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them  I can tell you how I felt when I succeeded in a new challenge and how I celebrated it | I can choose a realistic goal and think about how to achieve it  I can persevere even when I find tasks difficult  I can recognise who it is easy for me to work with and who it is more difficult for me to work with  I can work co-operatively in a group to create an end product  I can explain some of the ways I worked co-operatively in my group to create the end product  I know how to share success with other people | I can tell you about a person who has faced difficult challenges and achieved success  I can identify a dream/ambition that is important to me  I enjoy facing new learning challenges and working out the best ways for me to achieve them  I am motivated and enthusiastic about achieving our new challenge  I can recognise obstacles which might hinder my achievement and can take steps to overcome them  I can evaluate my own learning process and identify how it can be better next time | I can tell you about some of my hopes and dreams  I understand that sometimes hopes and dreams do not come true and that this can hurt  I know that reflecting on positive and happy experiences can help me to counteract disappointment  I know how to make a new plan and set new goals even if I have been disappointed  I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group  I can identify the contributions made by myself and other’s to a group’s achievement | I understand that I will need money to help me achieve some of dreams  I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs  I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it  I can describe the dreams and goals of young people in a culture different to mine  I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other  I can encourage my peers to support young people here and abroad to meet their aspirations and suggest ways we might do this | I know my learning strengths and can set challenging but realistic goals for myself  I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these  I can identify problems in the world that concern me and talk about them  I can work with others to help make the world a better place  I can describe some ways in which I can work with others to make the world a better place  I know what some people in my class like or admire about me and can accept their praise |
| Healthy Me | I understand that I need to exercise to keep my body healthy  I understand how moving and resting are good for my body  I know which foods are healthy and not so healthy and can make healthy choices  I know how to help myself to go to sleep and understand why sleep is good for me  I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet  I know what a stranger is and how to stay safe if a stranger approaches me | I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy  I know how to make healthy lifestyle choices  I know how to keep myself clean and healthy and understand how germs cause disease/illness  I know that all household products including medicine can be harmful if not used properly  I know how to keep safe on the roads and about people who can help me stay safe  I can tell you why I think my body is amazing | I know what I need to keep my body healthy  I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed  I understand how medicines work in my body and how important it is to use them safely  I can sort foods in to the correct food groups and know which foods my body needs every day to keep me healthy  I can decide which foods to eat to give my body energy  I can make some healthy snacks and explain why they are good for my body | I understand how exercise affects my body and know why my heart and lungs are such important organs  I understand how exercise affects my body and know why my heart and lungs are such important organs  I can tell you my knowledge and attitude towards drugs  I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help  I understand that, like medicines, some household substances can be harmful if not used correctly | I can recognise how different friendship groups are formed, how I fit in to them and the friends I value the most  I can recognise the changing dynamics between people in different groups, see who takes on which role and understand the roles I take in different situations  I understand the facts about smoking and its effects on health and also some of the reasons people start to smoke  I understand the facts about alcohol and its effects on health and also some of the reasons some people drink alcohol  I can recognise when people are putting me under pressure and can explain ways to resist this when I want  I know myself well enough to have a clear picture of what I believe is right and wrong | I know the health risks of smoking and can tell you how tobacco affects the body  I know some of the risks of misusing alcohol, including anti-social behaviour  I know and can put in to practice basic emergency aid procedures and know how to get help in emergency situations  I understand how the media and celebrity culture promotes certain body types  I can describe the different roles food can play in people’s lives and can explain how eating problems can develop  I know what makes a healthy lifestyle including healthy eating | I know the impact of food on the body  I know about different types of drugs and their uses  I can evaluate when alcohol is being used responsibly  I know and can put in to practice basic emergency aid procedures and know how to get help in emergency situations  I understand what it means to be emotionally well and can explore people’s attitudes towards mental health issues  I can recognise when I feel stressed and the triggers that cause this and I understand how this can cause alcohol misuse |
| Relationships | I can identify some of the jobs I do in my family and how I feel like I belong  I know how to make friends to stop myself from feeling lonely  I can think of ways to solve problems and stay friends  I am starting to understand the impact of unkind words  I can use Calm Me time to manage my feelings  I know how to be a good friend | I can identify the members of my family and understand there are lots of different types of families  I can identify what being a good friend means to me  I know appropriate ways of physical contact to greet my friends and know which ways I prefer  I know who can help me in my school community  I can recognise my qualities as a person and friend  I can tell you why I appreciate someone special to me | I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and co-operate  I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not  I can identify some of the things that cause conflict with my friends  I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret  I recognise and appreciate people who can help me in my family, my school and my community  I can express my appreciation for the people in my special relationships | I can identify the roles and responsibilities of my family members and can reflect on male and female expectations  I can identify and put in to practice some of the skills of friendship  I know and can use some strategies for keeping myself safe  I can explain how some of the actions and work of people around the world help and influence my life  I understand how my needs and rights are shared by children around the world and can identify how our lives may be different  I know how to express my appreciation to friends and family | I can identify the web of relationships that I am a part of – including those more distant  I can identify someone I love and can express why they are special to me  I can tell you about someone I know that I no longer see  I can explain different points of view on an animal rights issue  I understand how people feel when they love a special pet  I know how to show love and appreciation to the people and animals who are special to me | I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities  I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends  I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean  I understand how to stay safe when using technology to communicate | I can identify the most significant people to be in my life so far  I know some of the feelings we can have when someone dies or leaves  I understand that there are different stages of grief and that there are different types of loss that cause people to grieve  I can recognise when people are trying to gain power or control  I understand how technology can be used to try to gain power or control  I can use technology positively and safely to communicate |
| Changing me | I can name parts of the body  I can tell you some things I can do and foods I can eat to be healthy  I understand that we all grow from babies to adults  I can express how I feel about moving to Year 1  I can talk about my worries and/or the things I am looking forward to about being in Year 1  I can share my memories of the best bits of this year in Reception | I am starting to understand the life cycles of animals and humans  I can tell you some things about me that have changed and some things that have stayed the same  I can tell you how my body has changed since I was a baby  I can identify the parts of the body that make boys and girls different and can use the correct names for these  I understand that every time I learn something new I change a little bit  I can tell you about changes that have happened in my life | I can recognise cycles of life in nature  I can tell you about the natural process of growing from young to old and understand that this is not in my control  I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old  I can recognise the physical differences between boys and girls, use the correct names for body parts and appreciate that some parts of my body are private | I understand that in animals and humans lots of changes happen between conception and growing up. And that usually it is the female who has the baby  I understand how babies grow and develop in the uterus  I understand that our bodies need to change so that when we grow up our bodies can make babies  I can identify how our bodies change on the outside and the inside  I can recognise stereotypical ideas I might have about parenting and family roles  I can identify what I am looking forward to when I am in year 4 | I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm  I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby  I can describe how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation is a natural part of this  I know how the circle of change works  I can identify changes that have been and may continue to be outside of my control that I learnt to accept | I am aware of my own self-image and how my body fits in to that  I can explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally  I can describe how bodies change during puberty  I understand that sexual intercourse can lead to conception and that is how babies are usually made  I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities | I am aware of my own self-image and how my body image fits in to that  I can explain how we change during puberty and understand the importance of looking after yourself  I can ask the questions I need answered about changes during puberty  I can describe how a baby develops from conception  I understand how being physically attracted to someone changes the nature of the relationship  I can identify what I am looking forward to and what worries me about my transition to secondary school |