St Giles CofE Primary School – Curriculum for PSHE

Long term plan showing coverage of National Curriculum objectives (two-year curriculum cycle due to mixed age classes)

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 2	Drug education	Money matters	Changes	Being me	Growing up	Being safe
Class 3	Drug education	Money matters	Changes	Being me	Growing up	Being safe
Class 4	Drug education	Money matters	Changes	Being me	Growing up	Being safe

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 2	Being healthy	Being responsible	Exploring emotions	Difference and diversity	Relationships	Bullying matters
Class 3	Being healthy	Being responsible	Exploring emotions	Difference and diversity	Relationships	Bullying matters
Class 4	Being healthy	Being responsible	Exploring emotions	Difference and diversity	Relationships	Bullying matters

Progression map showing key skills to be taught over the curriculum cycle

Area of learning	KS1	LKS2	UKS2
Being healthy	I know that good food and activity helps to keep our bodies healthy. I know how to care for my teeth and stay healthy in the sun.	I know what constitutes a healthy lifestyle and the benefits this can bring. I know how to use good hygiene practices to avoid infection and reduce the risk of sun exposure.	I know what might influence our choices about living a healthy lifestyle and where to seek help if needed. I know how to limit the spread of infection, maintain personal hygiene, reduce the risk of skin cancer and manage time online and offline.
Relationships	I know what makes a good friendship and can recognise kind and unkind behaviour. I know why a family is special and how it makes me feel.	I know how to build friendships and how to resolve problems with friends if these occur. I know that there are different types of family and can explain what it means to be part of a family.	I know what a loving, caring relationship means and understand marriage and civil partnerships. I know how to explore different family structures and that being part of a family provides stability and love.
Exploring emotions	I know that there are different types of feelings and can recognise these in myself and others. I know how to manage big or uncomfortable feelings and who to ask for help.	I know feelings can vary in intensity and can describe what supports good mental and physical health. I know how to ask for help if feelings become uncomfortable and understand the importance of sharing feelings.	I know how to recognise if someone may be struggling with their mental health. I know how to use strategies to manage feelings, including conflicting feelings, and how to seek support for myself and others.
Difference and diversity	I know that everyone is different and can recognise what makes me special.	I know that there are a range of similarities and differences between	I know the benefits of living in a diverse community.

	I know how to treat myself and others with kindness and can recognise if something if fair or unfair.	people and can listen to others' views. I know how to recognise self-respect and identify and challenge stereotypes.	I know how to identify different types of discrimination and understand there are laws that allow us to live in a fair society.
Being responsible	I know what a rule is and understand why we have rules. I know how to manage waste and how people can care for animals and other living things.	I know that there are human rights and that rights come with responsibilities. I know what climate change is and how we can all help to reduce its impact. I know what is meant by a community.	I know the relationship between rights and responsibilities. I know the importance of protecting the environment. I know how to support others within a community.
Bullying matters	I know what bullying is and that unkind words and actions are harmful. I know how to use simple strategies to resolve arguments and who to talk to if I see or experience bullying.	I know that there are different types of bullying and understand the different roles within a bullying incident. I know how to use positive strategies to address bullying and the importance of seeking support.	I know the difference between direct, indirect and cyberbullying; I understand the impact these can have. I know what barriers there may be to accessing support with bullying and how these can be overcome.
Drug education	I know that medicines can help make us better but are harmful if not used correctly. I know that some household products can be harmful and there are rules for using these safely.	I know why it is important to take medicines correctly and to use household products safely; I understand the consequences of not doing this. I know what to do in an emergency situation.	I know some substances are harmful to the body and there are laws and rules about using these. I know why some people may choose to use legal drugs and can identify strategies to manage peer influence on these issues.

Growing up	I know the differences between male and female body parts and the correct names for these. I know that people change as they get older. I know that some parts of the body are private and how to respond if I am concerned about inappropriate contact.	I know the names of reproductive organs and the processes of reproduction and birth. I know that physical and emotional changes occur during puberty and how to manage personal hygiene. I know what is meant by privacy and personal boundaries and how to respond to behaviour that makes me feel uncomfortable.	I know how the process of puberty relates to human reproduction; and how babies are conceived, born and cared for. I know there are responsibilities associated with being a parent or carer. I know the meaning of consent and understand when physical touch is acceptable and unacceptable.
Changes	I know that loss and change can affect how we think, feel and behave. I know how I can help others or seek support with changes.	I know that loss and change are a normal part of life and can recognise the feelings associated with them. I know how to use self-help strategies to deal with loss and change and how to seek support when it is required.	I know that loss and change are part of the human lifecycle and can result in conflicting emotions. I know how to manage transitions between classes or schools and how to recognise the signs that someone may be struggling and the barriers that prevent people accessing support.
Being me	I know that I am individual and special. I know how to celebrate my individuality and recognise similarities with other groups or individuals.	I know what contributes to our identity and understand what makes people unique. I know that it is important to respect differences and how different groups make up a community.	I know that a range of factors contributes to our identity; I can express my talents and set goals for the future. I know that diversity can create stronger communities and that discrimination can undermine this.
Money matters	I know what money is and understand people make different choices about how to use it.	I know that there are different ways to spend money and different ways of keeping track of spending.	I know there are risks associated with money and how to keep it safe.

	I know that everyone has different strengths and this can affect the jobs they do.	I know that spending decisions can affect feelings and the environment; I can identify skills used in different careers.	I know that having money or not having money can have a influence on people's wellbeing; I can identify jobs I might like to do in the future.
Being safe	I know the basic rules for keeping safe online and how to get support. I know how to keep safe in the home and local environment; I know how to call for help in an emergency.	I know how to keep safe online and can identify potentially risky situations. I know how to reduce risks at home and what first aid can achieve and why it is important.	I know how to assess risks in online situations and use strategies to minimise the possibility of problems occurring. I know how to manage risk in an offline environment; to identify potential hazards; demonstrate basic first aid and contact different emergency services.

Mental health	
KS1 including Early Years	KS2
H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Medium term plan showing objectives taught in each year group

Year A	Autumn 1 (Drug education)	Autumn 2 (Money matters)	Spring 1 (Changes)	Spring 2 (Being me)	Summer 1 (Growing up)	Summer 2 (Being safe)
Class 2	• Explore the role of medicines (use when we are ill/ prevent illness/ manage a condition.) • Understand that household products, including medicines, can be harmful if not used properly. • Explore that medicines come in different forms and are used in different ways. • Understand that things that people put into their body or on their skin can affect how they feel. • Talk about some simple rules for staying safe around medicines and other household substances/products. • Identify people that they can go to if they are ill, worried or to help them/others to stay healthy	• Understand what money is and its different forms. • Describe some ways money can be looked after. • Recognise that people make different choices about how to spend/save money. • Talk about some things we all need and some things we want but don't need. • Know that everyone has different strengths and talents, in and out of school. • Name some different jobs that people do.	• Identify examples of loss and change. • Begin to recognise that loss and change can affect the way we think, feel and behave. • Understand that changes can produce big feelings. • Identify feelings associated with loss and change. • Recognise some simple ways to prepare for change/transition. • Identifying different things that may help to manage big feelings. • Talk about some ways to help others when they are affected by change. • Know that it is important to talk to someone if you are worried. • Identify people who can help us if we feel worried/unhappy.	• Recognise and share facts about themselves. • Identify their likes and dislikes and what they are good at. • Talk about some ways that they are special. • Recognise how friends can have both similarities and differences. • Show some simple ways to respect and celebrate other's differences. • Name some groups that they belong to. • Talk about how being part of a group makes them feel.	• Name the main parts of the body including vagina and penis. • Recognising the difference between male and female body parts. • Understand the human life cycle and that people grow from young to old. • Describe ways that people's needs and bodies change as they grow. • Talk about some ways to keep clean. • Understand that babies grow in the mothers' body and have particular needs when they are born. • Recognise what makes them special and unique. • Understand that some parts of the body are private. • Identify different types of touch and how they make people feel. • Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help.	• Explore basic rules for keeping safe online e.g. not to share information, whom to tell if they see something online that is upsetting, the importance of passwords and the importance of adult supervision. • Talk about examples of rules and age restrictions that are there to keep them safe. • Identifying possible risks/hazards in the home and outside. • Explore how to keep safe and reduce risks at home and in their local environment. • Recognises what to do if there is an accident and someone gets hurt. Know to keep themselves safe first. • Demonstrate how to ask for help including calling 999.
Class 3	• Describe the different purposes that medicines have. • Explain the importance of taking medicines	• Explain some different ways to pay for things. • Explain some different ways to keep track of money.	• Recognise that loss/change are a normal part of life. • Describe how change and loss, can affect	• Explore what contributes to who we are. • Identify and talk about their own strengths and interests.	• Name external genitalia and some reproductive organs including penis, vagina, testicles, womb, umbilical cord, ovaries.	• Explain basic strategies to help keep themselves safe online e.g. passwords, using trusted sites, identifying misinformation, sharing

	correctly and using household products safely. • Describe risk in relation to the use of medicines/household products, and suggest what action to take to help prevent or minimise harm. • Explore the possible risks and consequences of using/misusing legal drugs/ household products in everyday situations. • Identify a circle of support and how to ask for help. • Demonstrate what to do in an emergency situation.	• Identify that people have different attitudes towards saving/spending. • Recognise that people make spending decisions based on needs, wants and priorities. • Identifying the ways that money can impact on people's feelings. • Recognise that people's spending decisions can affect others and the environment. • Recognise positive things about themselves and their achievements. • Identify some of the skills that may help them in their future careers.	feelings, thoughts and behaviours. • Recognise that feelings associated with loss/change can change over time and range in intensity • Use a varied vocabulary when talking about feelings associated with loss and change. • Identify self-help strategies and the importance of support when preparing for change/transitions. • Describe everyday things that affect feelings and understand the importance of expressing feelings. • Develop some ways of responding to others and showing support if they are affected by loss/change. • Know why it is important to talk about our feelings and not bottle them up. • Know who to talk to if you are worried or have strong feelings.	• Recognise what makes them unique and understands that being different is something to celebrate. • Identify visible/invisible differences between people. • Explain why it is important to respect and celebrate the differences and similarities between people. • Identify the different groups that make up their community. • Recognise that they belong to different communities as well as the school community. • Describe what is positive about their community and how it supports them.	• Understand the processes of reproduction and birth as part of the human life cycle – that babies start from an egg and sperm. • Explore physical and emotional changes that happen during puberty. • Explain how daily hygiene helps to reduce the spread of infection. • Explain how adults care for a baby during and after pregnancy. • Recognising that individuality and personal qualities contributes to who we are. • Explain what is meant by privacy and personal boundaries. • Recognise uncomfortable/comfortable behaviour online/offline. • Know when it is right to break or keep a confidence or share a secret. Know how to ask for help.	information, who to trust, how to report. • Identifying situations where age restrictions apply. • Identify and assess risk online/offline. (Including in the home and when playing out). • Discuss ways to reduce risks at home and in the local environment in order to stay safe. • Explain what first aid is and demonstrate basic techniques for dealing with common injuries such as asthma attacks and bites/stings. • Identify why first aid is important and demonstrate how to ask for help including calling 999 in an emergency.
Class 4	• Understand that there are rules and laws surrounding the use of medicines, drugs and household products. • Reflect on the risks/effects that legal drugs common to everyday life can have on health. • Describe some ways in which alcohol, tobacco	• Understand what a bank account is and how this is linked to payment. • Understand the risks associated with money and ways of keeping money safe • Identify the risks involved in gambling activities. • Explain some ways to get help if they are concerned	• Explore that loss, bereavement and change are part of the human life cycle. • Understand that change and loss, including death, can create feelings and behaviours that are not the same for everyone. • Recognise that internal conflicting emotions can	• Identify a range of factors that what contributes to our identity. • Express their talents and strengths with confidence. Set goals for how they would like to develop them. • Explain ways in which they respect and value	• Identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. • Explain the how babies are conceived, born and cared for. • Identify the physical and emotional changes that happen when	• Identify strategies for keeping safe online including how to report the misuse of personal information or sharing of upsetting content/images, the importance of personal responsibility, balancing time online/offline. • Explain reasons for age restrictions/ regulations.

	and other substances can affect the body/decision making. • Explain why some substances are harmful for growing bodies. • Analyse mixed messages in the media relating and recognise how they might influence opinions/behaviour . • Identify a range of strategies to better manage situations involving peer influence/approval. • Research reliable sources of information/ support for children/adults affected by their own or someone else's drug use.	about gambling or other financial risks. • Reflect on the role that money plays in people's lives, attitudes towards it and what influences decisions about spending and saving. • Identify the impact that having or not having money can have on a person's wellbeing. • Explain some ways that money is/can be distributed to benefit the community • Identify how skills can help them with their future career. • Identify jobs that they might like to do in the future. • Discuss their views on how or why someone may or may not choose a certain career. • Recognise a variety of routes into careers. • Explore some strategies to challenge stereotypes and to understand the impact this can have on aspirations.	be normal when dealing with loss and change. • Describe a range of emotions and intensities associated with loss and change. • Identify problem solving strategies to manage transitions between classes and key stages. • Identify strategies to respond to feelings, including intense or conflicting feelings. • Recognising the signs when someone may be struggling and understand how to seek support. • Explore some barriers to asking for help and some ways to address them. • Know who to talk to and where to go for help.	other people's differences. • Respect the differences and similarities between people. • Reflect on how discrimination and our own behaviour can affect others. • Explain some of the benefits of communities. • Reflect on diversity and what it means. Understand the benefits of living in a diverse community and how we value diversity within our communities. • Explore how shared events and experiences can create a stronger community.	approaching/during puberty. • Know some key facts about menstruation. • Identify the importance of keeping clean and how to maintain personal hygiene whilst growing and changing. • Reflect on the responsibilities of being a parent or carer and how having a baby changes someone's life. • Identify and value personal strengths, skills, achievements and interests • Understand what consent means and how to seek and give/not give permission in different situations. • Analyse when behaviour including physical touch is acceptable, unacceptable, wanted or unwanted in different situations. • Respond appropriately if someone asks you to keep a secret that makes you feel uncomfortable. Identify who to ask for help.	• Predict, assess and manage risks online and offline. (Including road and water safety). • Explore how the pressure/excitement in the moment can affect how we manage risk. • Identify hazards that may cause injury. Demonstrate basic first aid techniques for dealing with common injuries such as bleeding and choking. • Explain how to respond in an emergency, including when and how to contact different emergency services.

Year B	Autumn 1 (Being healthy)	Autumn 2 (Being responsible)	Spring 1 (Exploring emotions)	Spring 2 (Difference and diversity)	Summer 1 (Relationships)	Summer 2 (Bullying matters)
Class 2	• Explore what being healthy means and why it is important • Understand that food is necessary to keep our bodies healthy • Identify that food choices can vary for families / cultures • Name / describe different physical activities and identify ones they enjoy • Explain how physical activity can help us stay healthy • Understand that sleep and relaxation are important for growing and keeping healthy • Take about healthy ways to feel good, calm down or change their mood. • Demonstrate how to brush teeth • Explain what good dental care is, understanding the foods / drinks that support it • Demonstrate simple hygiene routines that stop germs from spreading • Begin to recognise different ways of staying healthy in the sun	• Understand what a rule is and that we follow rules to help each other. • Understands that rules need be fair. • Give examples of rules from different situations. Identify simple responsibilities they have. • Describe some simple ways to manage waste. • Recognise that people have different needs. • Describe some ways to care for people, animals and other living things. •	• Name a range of words to describe feelings. • Understand that all feelings are ok. • Understand that feelings can affect how our bodies feel and behave. • Explore how to recognise different feelings. • Talk about how we recognise what others might be feeling. • Understand that not everyone feels the same about the same things. • Talk about ways to manage big and uncomfortable feelings. • Identify who they can ask for help and can demonstrate how to ask for help.	• Recognise ways they are the same as and different to others. • Talk about some ways that they are special. • Express their thought and opinions and recognise that others can be different. • Talk about some ways to treat themselves and others with kindness. • Know what it means if something is fair or unfair.	• Explain what makes a good friend/ friendship. • Talk about some ways to make friends. • Explain basic techniques for resisting pressure. • Recognise kind and unkind behaviour. • Name the special people in their lives. • Resolve conflict in simple ways e.g. choosing to share, take turns, etc. • Tell someone if you are worried about something in a relationship/family. • Talk about some ways that their family is the same or different to others. • Describe some things they enjoy doing with their family and how it makes them feel.	• Explore what is bullying and what is not. • Recognise kind and unkind behaviour in themselves and others. • Identify that bodies and feelings can be hurt by words and actions. • Understand that hurtful behaviour is not acceptable. • Explore simple strategies to resolve arguments between friends. • Understand how to report bullying and who they can talk to.

	• Understand what it means to take a break and how this is important for our health					
Class 3	• Explain what a healthy lifestyle is and why it is important. • Understand what a healthy, balanced diet may include. • Understand what an informed choice is. • Identify opportunities for physical activity within their everyday lives. • Describe some consequences of being physically inactive, on the mind and body. • Identify routines that support good quality sleep. • Explore strategies and behaviours that support mental health. • Explain what good dental health means, including how to brush and floss. • Identify the effects of different foods/ drinks on the teeth. • Identify the everyday hygiene routines that can limit the spread of infection. • Identify the benefits/risks of sun exposure. • Describe how the five ways to wellbeing can be used as a tool to help keep a	• Explain why rules and laws are important. Explore the consequences of not having rules and laws or of breaking them. • Describe some basic human rights. • Understand that rights come with responsibilities. • Describe what climate change is and some ways we can all help to reduce the effects. • Explore what is meant by a community and the differences between needs and wants within a community. • Explore and identify the welfare needs of animals and humans.	• Use a wider vocabulary to describe how they feel. • Describe feelings that can be comfortable/uncomfortable. • Recognise that feelings can differ in intensity. • Explore how everyday things can affect how we think, feel and behave. • Describe what supports good mental/ physical health. • Identify that not everyone feels the same about the same things. • Identify strategies that they could use to respond to feelings, including intense or uncomfortable feelings. • Understand the importance of not bottling up how you are feeling. • Understand the importance of asking for help if feelings become too uncomfortable. • Explain how they can access help.	• Discuss a range of the similarities/ differences between people. • Explore what contributes to who we are. • Listen actively to others' views and explore how they are the similar or different to their own. • Recognise the importance of self-respect and demonstrate ways to respect others. • Recognise and challenge stereotypes. • Explain the concept of being equal.	Identify what makes a positive healthy or unhealthy friendship. • Identifying strategies to build friendships. • Understand the difference between persuasion, influence and pressure. • Explain how kindness can support wellbeing. • Recognise there are different types of relationships. • Explain what can cause arguments with friends and describe some ways to resolve them. • Recognise the importance of asking for help if we feel worried, lonely or excluded. • Recognise that there are different types of family structures. • Explain what it means to be part of a family.	• Describe different types of bullying including the role of a bystander. • Recognise that our behaviour can affect others. • Identify how the body may react to unhappy or uncomfortable feelings. • Explain the consequences of hurtful/ bullying behaviour and understand neither are acceptable. • Explain positive strategies they can use if subject to bullying or hurtful behaviour on or offline. • Recognise the importance of seeking support and identify how they might do this.

	healthy balance.					
Class 4	• Identify things that can affects someone's physical/mental health. • Explain what constitutes a healthy diet and the risks associated with not having one. • Reflect on what may influence our choices to have a balanced lifestyle. • Identify what good physical health means and how to seek help if they are worried about their health. • Recognise habits that can have both positive/ negative effects on a healthy lifestyle. • Understand routines/strategies that support good quality sleep; the effects of • ack of sleep. • Identify strategies and behaviours that support mental health • Identify the everyday routines that improve dental health. • Identify the everyday routines/habits that can limit the spread of infection. • Understand the wider importance of personal hygiene and how to maintain it. • Explain how to keep safe from sun damage and reduce the risk of skin cancer.	• Explore how law protects our rights and how to respond respectfully if something is not within the law. • Recognise that human rights are there to protect everyone. • Understand the relationship between rights and responsibilities, providing examples. • Explain the importance of protecting the environment and set personal everyday actions. • Recognise how we can support others within a community. • Identify diversity within a community and explore how we can celebrate this. • Recognise the importance of having compassion towards others and explain how to show care and concern.	• Use a varied vocabulary when talking about feelings. • Understand that sometimes we can have conflicting feelings. • Explain that feelings can change over time and range in intensity • Understand that feelings can impact our mental and physical health. • Recognise the importance of taking care of mental health and wellbeing. • Discuss the signs that someone may be struggling with their mental health. • Identify strategies that they could use to respond to feelings, including conflicting feelings. • Record strategies and behaviours that support mental health and wellbeing. • Explain how to seek support for themselves and others.	• Reflect on diversity and what it means; the benefits of living in a diverse community. • Recognise their individuality and identify their personal qualities. • Understand that their views and opinions come from their different backgrounds and experiences. • Model how to discuss or debate respectfully. • Explain the importance of having respect and compassion for self and others. • Recognise how stereotypes are perpetuated and have some strategies to challenge positively. • Identify different types of discrimination and recognise the impact they can have. • Understand that there are laws about discrimination so that we can live in a fair society.	• Reflect on what the qualities of a good friendship/relationship are and are not. • Identify and apply strategies that support healthy friendships. Use strategies to manage peer influence and the need for peer approval. • Explore what a loving caring relationship means. • Understand what marriage and civil partnership means. • Understand that forced marriage is a crime. • Use strategies to positively resolve disputes and reconcile differences in friendships. • Explain when and how to seek advice if family, friendship or relationships make them unhappy through a range of options • Explore and respect that there are different family structures in society. • Reflect on how being part of a family provides stability and love.	• Explain what direct, indirect and cyberbullying means. • Identify when banter or other behaviour becomes unkind. • Analyse ways to identify and manage uncomfortable feelings online/offline. • Explore the impact and consequences of bullying and discrimination, identifying positive ways to challenge it. • Identify positive strategies that may help to resolve disputes in friendships. • Describe some barriers to accessing support. • Recognise the importance of seeking support if feeling lonely, excluded or unsafe.

	• Identify the benefits of the internet and strategies for managing/balancing time online/offline.					