

# PSHE CURRICULUM FRAMEWORK

Term	Autumn			Spring			Summer		
Core Theme	Health and Wellbeing <i>Minimum of 10 lessons</i>			Relationships <i>Minimum of 10 lessons</i>			Living in the Wider World <i>Minimum of 10 lessons</i>		
Topics	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing difference	Rights and Responsibilities	Environment	Money
Big Questions	<i>What can we do to stay healthy?</i>	<i>How do we grow and change?</i>	<i>What can we do to stay safe?</i>	<i>How do we feel?</i>	<i>What makes happy, healthy relationships?</i>	<i>How are we the same/different?</i>	<i>What are your rights and responsibilities?</i>	<i>How can we look after our world?</i>	<i>What can you do with money?</i>
Year 1	What helps keep bodies healthy: hygiene routines	Recognising what they are good at; setting goals. correct names for body parts (including external genitalia)	Keeping safe around household products; how to ask for help if worried about something, who can keep us safe	Behaviour; bodies and feelings can be hurt; teasing, bullying	Special people, caring; touch, acceptable and unacceptable	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; everybody is unique in some ways and the same in others	Looking after the local environment (CROSS YEAR-GROUP PROJECT WITH YEAR 2)	Where money comes from; how to use money - saving and spending money
Year 2	Healthy choices; different feelings; managing feelings; healthy eating, physical activity, sleep, dental health	Recognising what they are good at; setting goals. Growing; changing and being more independent; Change and loss and how it feels	Keeping safe in different situations – online, road, water etc.; how to ask for help if they are worried about something; privacy in different contexts	Communicating feelings, empathy; fair/unfair, right/wrong; teasing, bullying	Secrets, surprises, safety; cooperating, resolving arguments, what makes a good friend	People, similarities and differences in others; sharing, discussions, views, opinions	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 (CROSS YEAR-GROUP PROJECT WITH YEAR 1)	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved
Year 3	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits; bacteria, viruses, hygiene, why keep active	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings; change, transitions	School rules on health and safety; basic emergency aid; advice, support, asking for help; safety online, personal info, passwords	Recognising feelings in others; responding to how others are feeling; confidentiality, surprises, secrets, personal safety	Positive; healthy relationships and friendships; family, maintaining friendship; actions affect ourselves and others; working collaboratively; touch, acceptable and unacceptable	Recognising and responding to bullying; listening, viewpoints, opinions, respect; stereotypes	Human rights, children's rights; people, places, values, customs; diversity, identity, UK; rules, laws, making and changing rules; communities, volunteers	Responsibilities; rights and duties, home and school environment	Enterprise; what it means; developing skills in enterprise (CROSS YEAR-GROUP PROJECT WITH YEAR 6); <i>spending, saving, budgeting</i>

<b>Year 4</b>	What makes a balanced lifestyle and making choices; drugs common to everyday life; media images, reality/fantasy, true/false; looking after our teeth, why sleep is important	Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change; conflicting emotions	How to keep safe in local area – roads, cycle etc. and safety online, personal info, passwords; people who help them stay healthy and safe; pressure, managing influences, media, peer	Keeping something confidential or secret; when to break a confidence; recognise and manage dares; feelings, empathy	Actions, behaviours, consequences; collaborative working, shared goals; privacy, sharing, personal boundaries; disputes, conflict, feedback, support	Listen and respond effectively to people; share points of view; bullying, discrimination, aggressive behaviour	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world; media, social media, information forwarding	Sustainability of the environment across the world; fair trade/local produce ( <i>CROSS YEAR-GROUP PROJECT with Y5</i> )	Role of money; managing money (saving and budgeting); what is meant by interest and loan; resources, sustainability, choices
<b>Year 5</b>	What positively and negatively affects health and wellbeing; making informed choices; different influences on food - media; skills to make choices; bacteria, viruses, hygiene; caffeine; habits;	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief; puberty; reproduction	Strategies for managing personal safety in the local environment; risk, danger, hazard, responsibility, safety; online safety; including sharing images; mobile phone safety; emergency aid, help, safety, rules, possible effects of everyday medicines	Responding to feelings in others; confidentiality, secrets, surprises, personal safety; dares, challenges	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback; touch, acceptable and unacceptable; friendships, families etc.	People, identity, equality, stereotypes, discrimination; bullying, discrimination, aggressive behaviour	Human rights, children's rights; Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences; communities, volunteers, pressure groups	Different rights; responsibilities and duties for home, school, environment; fair trade/local produce ( <i>CROSS YEAR-GROUP PROJECT with Y4</i> ), what careers could they have	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax
<b>Year 6</b>	Images in the media and reality; how this can affect how people feel; risks and effects of drugs, alcohol etc.; balanced diet, choices, food, influences	Recognising what they are good at; setting goals; aspirations. Changes at puberty ( <i>recap Y4</i> ); human reproduction; roles and responsibilities of parents; conflicting emotions, managing feelings	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice	Confidentiality and when to break a confidence; managing dares	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy; committed; loving relationships; marriage; personal boundaries and the right to privacy	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying	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; resolving difference, points of view	How resources are allocated; effect of this on individuals; communities and environment; fair trade	Enterprise; setting up an enterprise ( <i>CROSS YEAR-GROUP PROJECT</i> )

