

PHSCE Overview- 2023-2024

Term	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Living in the wider world (Define RESPECT)		Relationships (Define RESILIENCE)		Health and Wellbeing (Define HEALTH)	
Topics	Rights and Responsibilities and staying safe	Online Safety, Environment and Money	Feelings and emotions/ Healthy Relationships	Valuing differences /Healthy Relationships	Healthy Lifestyles	Growing and changing/ Staying Safe
Reception	<p><u>Rights and responsibilities:</u> Class Rules, who we are and belonging to a class.</p> <p><u>Stayinfg Safe:</u> People who help us. Safe and unsafe play areas</p> <p>Holding hands on the road.</p>	<p><u>Environment and Money:</u> Looking after the environ-ment: bugs, plants, trash.</p>	<p><u>Feelings and emotions: Self Awareness</u> How do you feel today? Why? When do you feel a certain way? How do you change it?</p>	<p><u>Healthy Relationships:</u> My family and friends. Exploring different types of family.</p> <p><u>Valuing Differences:</u> Celebrating who we are. Understanding the concept of gender as a construct. Discussing the differences and similarities between boys and girls, naming body parts including the correct name for genitalia.</p>	<p><u>Healthy Lifestyles:</u> What helps keep bodies healthy; hygiene routines. Why, how and when do we wash?</p> <p><u>Healthy food:</u> Fruit and vegetables through taste games. Make a fruit salad.</p>	<p><u>Growing and Changing:</u> Likes and dislikes change through life. Toileting independently as we grow older and setting boundaries.</p> <p><u>Keeping Safe:</u> How to use school equipment safety.</p>
Year 1	<p><u>Rights and responsibilities:</u> Group and Class Rules.Similarities and Differences and</p>	<p><u>Online Safety:</u> Use Internet Legends Programme highlighting ways of being online: Sharp, alert, secure, kind</p>	<p><u>Feelings and emotions: Self Regulation</u> Recognising feelings in self and others. How to man-age them.</p> <p><u>Healthy Relationships:</u></p>	<p><u>Healthy Relationships:</u> Privacy in the toilet, setting boundaries, continuing to use the correct name for body parts, including</p>	<p><u>Healthy Lifestyles:</u> Healthy choices. Healthy foods. Exercise and keeping clean.</p>	<p><u>Growing and Changing:</u> Recognising what they are good at; setting goals. Change and loss and how it feels.</p>

	<p>how we are unique.</p> <p>Road Safety: Visibility and crossings.</p>	<p>and brave.</p> <p>Looking after the environment: e.g. littering</p> <p>Money and meaning. What do we use money for? How is it earned?</p>	<p>Secrets and keeping safe; special people in their life.</p>	<p>genitalia. Who to trust and who to cuddle.</p> <p><u>Valuing Differences:</u> Recognising similarities and differences between each other. Sharing views and ideas and understanding we don't all like/believe/think the same things.</p>		<p><u>Staying Safe:</u> Keeping safe around household products; how to ask for help if you are worried. Privacy in the toilet.</p>
Year 2	<p><u>Rights and responsibilities:</u> Group rules. Respecting each other's needs. Understanding Their Community and people that work there.</p> <p><u>Staying Safe:</u> What are emergencies, People to go to in an emergency. Fire safety.</p>	<p><u>Online Safety.</u> Revisit Internet legends skills. Focus on being brave and sharing concerns.</p> <p><u>Environment and Money:</u> Locally grown plants and foods. How to grow a vegetable patch. Link to how this is also a way to earn and spend money.</p>	<p><u>Feelings and emotions: Motivation</u> Behaviour; bodies and feelings can be hurt.</p> <p><u>Healthy Relationships:</u> Listening to others and playing cooperatively. Appropriate and inappropriate touch.</p>	<p><u>Healthy Relationships:</u> Recognise and report teasing and bullying.</p> <p><u>Valuing Differences:</u> Recognising and valuing similarities and differences. (e.g. families)</p>	<p><u>Healthy Lifestyles:</u> What do you need to be healthy? Physical, mental and emotional health and how to maintain it.</p>	<p><u>Growing and Changing:</u> Understanding strengths and weaknesses. Correct names for body parts including genitalia.</p> <p><u>Staying Safe:</u> Keeping safe in different situations; how to ask for help if they are worried; privacy in different contexts.</p>
Year 3	<p><u>Rights and responsibilities:</u> Discuss health and wellbeing, mental, physical, emotional.</p> <p><u>Road Safety:</u> Maximum speed and traffic lights.</p>	<p><u>Online Safety:</u> The rules and principles of keeping safe online. How to recognise risks, use internet legends and focus on AWARE.. Online time and boundaries.</p>	<p><u>Feelings and Emotions: Empathy</u> Recognising feelings in others and responding to how others are feeling.</p> <p><u>Healthy Relationships:</u> Discussing positive; healthy relationships</p>	<p><u>Healthy Relationships:</u> How our actions affect ourselves and others; working collaboratively..</p> <p><u>Valuing Differences:</u> Valuing ourselves for</p>	<p><u>Healthy Lifestyles:</u> What makes a balanced diet; opportunities for making own choices with food. What influences their food choices and habits.</p>	<p><u>Growing and Changing:</u> Human life cycle. How our tastes change as we grow. How to handle loss and change.</p> <p><u>Staying Safe:</u> School rules on health</p>

		<u>Environment and Money:</u> -Environmental awareness and campaigns. Non Profit Orgs and how to implement changes. Eg Recycling	and friendships; maintaining friendships.	our differences. Discussing diversity, including sexual orientation and gender, continuing use of correct vocabulary for body parts, including the correct name for genitalia . Recognise and respond to bullying.		and safety; basic emergency aid; people who help them stay safe.
Year 4	<u>Rights and responsibilities:</u> Diversity in the UK. What wellbeing strategies can be applied to dealing with issues that might arise. <u>Staying Safe:</u> The rules and principles of keeping safe online. How to recognise risks. Harmful content and contact, how to report them.	<u>Environment and Money:</u> How to tackle environmental problems. Global warming, climate change and money. What are the issues we can change as individuals?	<u>Healthy Relationships: Social Skills</u> Keeping something confidential or secret; when to break a confidence. Recognise and manage dares. Acceptable and unacceptable physical contact, continue use of correct vocabulary for body parts, including the correct name for genitalia.	<u>Healthy Relationships:</u> Solving disputes and conflicts amongst peers and seeking adult help. <u>Valuing Differences:</u> Listen and respond effectively to people sharing their points of view. Debating opinions and taking other people's side.	<u>Healthy Lifestyles:</u> What makes a balanced lifestyle and making choices. Identifying and understanding the use of drugs common to everyday life (including prescribed drugs) What are they? Why do we need them? When is it safe to take them? Hygiene and germs.	<u>Growing and Changing:</u> Introducing changes at puberty. How our bodies begin to change and this comes with emotional changes. Use of correct vocabulary for genitalia. Changes that happen in life and feelings associated with change. <u>Staying Safe:</u> How to keep safe in the local area. People who help them stay safe and healthy. People to go to if you need help.
Year 5	<u>Rights and responsibilities:</u> Introduce human rights and rights of the child. Diversity	<u>Online safety:</u> How information and data is used and shared online. Use Internet legends and focus on ALERT and	<u>Feelings and Emotions:</u> Recap Emotional intelligence areas: Self Awareness Self Regulation	<u>Healthy Relationships:</u> Working collaboratively, negotiation and compromise, giving	<u>Healthy Lifestyles:</u> What are the zones of regulation and calming strategies? Mindfulness and finding inner peace.	<u>Growing and Changing:</u> Strengths and weaknesses and setting goals and aspirations.

	<p>and British law. Being part of a community and groups that support.</p> <p><u>Staying Safe:</u> Recognising harmful behaviours and contents (online) and how to report them.</p>	<p>KIND. includ-ing sharing images, mobile phone safety. Productive use of technology.</p> <p><u>Environment and Money:</u> Environmental issues: Design a campaign to tackle an environmental issue. Link to enterprise and link to NGO.</p>	<p>Motivation Empathy Social Skills</p> <p>How our actions impact other people's feelings. Empathy What is mental health?</p> <p><u>Healthy Relationships:</u> Actions have consequences.</p>	<p>feedback.</p> <p><u>Valuing Differences:</u> Listening to others; raising concerns and challenging behaviours when necessary. (Love has no borders. Understanding gender as a construct and sexual orientation as a personal choice.</p>	<p>Recognising and managing intense feelings in different ways. Trying out art therapy (music, painting, dance) Healthy food and energy.</p>	<p>Changes that happen at puberty. Introducing the idea that certain relationships will lead to human reproduction through sexual intercourse and the part that menstruation plays in it. Naming body parts including the correct name for genitalia. Emotional changes that happen during puberty and how these might impact the way we are around others.</p> <p><u>Staying Safe:</u> Strategies for maintaining safety in the local environment.</p>
Year 6	<p><u>Rights and responsibilities:</u> Human rights, British law, Being critical about what is proposed in the media. Discuss perspective and different ways of seeing culture.</p> <p><u>Staying Safe:</u> Being safe in the community, discussing conflict arising from joining negative groups.</p>	<p><u>Online Safety:</u> Discuss how media and peer pressure may influence our behaviour. Discuss strategies to avoid and deal with these. Focus on social media. Use elements of "The social dilemma (available on Netflix) and BBC articles on trolling https://www.bbc.co.uk/news/uk-54421632". (Use Red Card</p>	<p><u>Feelings and Emotions:</u> What is mental health? How to foster emotional intelligence. Strategies to cope with strong feelings. Confidentiality and when to break it. <u>Healthy Relationships:</u> Managing dares. Understanding different types of relationships such as positive and healthy relationships and how to maintain them. Recognising negative</p>	<p><u>Feelings and Emotions:</u> Personal boundaries and right to privacy.</p> <p><u>Valuing Differences:</u> Listening to others, raising concerns and challenging stereotypes. Recognising and challenging discrimination and bullying. Loving who we are and understanding that we don't all live the same way.</p>	<p><u>Healthy Lifestyles:</u> Images in the media and reality and how this can affect us.</p> <p>Risks and effects of drugs. Understanding there is a difference between licit and illicit drugs. How they have an effect on people. How the use and possession of some is punishable by law. How some are linked to negative attachment. Risks and effects of</p>	<p><u>Growing and Changing:</u> Roles and responsibilities of parents. Coping with change and transition, bereavement and grief. Independence and increased responsibility.</p> <p><u>Staying Safe:</u> Influences on behaviour and belonging to groups (eg gangs). Resisting pressure and the right</p>

	<p>Discuss how media and peer pressure may influence. Discuss strategies to avoid and deal with these.</p>	<p>module one step 10) <u>Environment and money:</u> How our choices as consumers impact on world wide economic and sociopolitical systems.(Use Greta Thunberg as stimulus) Create debate teams and generate ideas to change your local areas behaviours.</p>	<p>relationships (including forced marriage) and committed and loving relationships (including marriage). Explaining how human reproduction leads to childbirth.</p>		<p>obesity link to poor food choices and lack of exercise <u>Growing and Changing:</u> Gender and Homophobic Bullying.</p>	<p>to protect our bodies (including FGM), continue using correct vocabulary for body parts. Who is responsible for their health and safety? How to ask for help and advice.</p>
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