

Cherry Orchard Primary School PSHE Yearly overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 1</p>	<p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals RRSA 27, 14, 24,33, 39, 32, 17</p> <p>To identify and respect the differences and similarities between people – people learn in different ways. RRSA 13, 15, 34, 36, 12, 37</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. RRSA 13, 15, 34, 36, 12, 37</p> <p>What makes a family, family trees, who looks after us? RRSA 6, 36, 21, 18, 20</p> <p>How I contribute to the life of the classroom. RRSA 28,29,15</p> <p>To help construct, and agree to follow group and class rules and to understand how these rules help them. RRSA 28,29,15</p>	<p>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) RRSA 13, 15, 34, 36, 12, 37</p> <p>Rules for and ways of keeping physically and emotionally safe (including road safety) RRSA 27, 14, 24,33, 39, 32, 17</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to RRSA 13, 15, 34, 36, 12, 37</p>	<p>About change and loss and the associated feelings (including moving home, losing toys, pets or friends) RRSA 27, 14, 24,33, 39, 32, 17</p> <p>The importance of and how to maintain personal hygiene RRSA 27, 14, 24,33, 39, 32, 17</p> <p>Changes - dealing with our feelings, stranger safety. 6, 36, 21, 18, 20</p> <p>About the process of growing from young to old and how people's needs change RRSA 27, 14, 24,33, 39, 32, 17</p> <p>The environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets RRSA 27, 14, 24,33, 39, 32, 17</p>	<p>Friendships between different people. RRSA 6, 36, 21, 18, 20</p> <p>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings RRSA 27, 14, 24,33, 39, 32, 17</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. RRSA 27, 14, 24,33, 39, 32, 17</p>	<p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. RRSA 13, 15, 34, 36, 12, 37</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong RRSA 13, 15, 34, 36, 12, 37</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond RRSA13, 15, 34, 36, 12, 37</p> <p>To recognise how their behaviour affects other people RRSA 13, 15, 34, 36, 12, 37</p>	<p>To know that living things reproduce. RRSA 6, 36, 21, 18, Differences RRSA 6, 36, 21, 18, 20</p> <p>That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed). RRSA 28,29,15</p> <p>Looking after a baby - human needs. RRSA 6, 36, 21, 18, 20</p> <p>That they belong to various groups and communities such as family and school. RRSA 28,29,15</p>
<p>Year 2</p>	<p>Feeling positive about themselves through achievement etc. RRSA 27</p> <p>About growing and changing and new opportunities and responsibilities that increasing independence may bring. RRSA 27</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). RRSA 13, 15</p>	<p>That there are different types of teasing and bullying, that these are wrong and unacceptable. RRSA 37</p> <p>To work collaboratively towards shared goals.</p> <p>How to resist teasing or bullying, if they experience or witness it, who to go to and how to get help. RRSA 37</p> <p>About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.</p> <p>That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p>	<p>Feelings and emotions - dealing with feelings and emotions. Safety with strangers RRSA 36</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell'. RRSA 27</p> <p>Rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets.– RRSA 32, 33</p> <p>The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises. RRSA 34, 36</p>	<p>To offer constructive support and feedback to others. RRSA 12</p> <p>How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others RRSA 27</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and how to respond (including who to tell and how to tell them). RRSA 34, 36</p> <p>Basic human rights and how these are met in school. RRSA 28</p> <p>Relationships - talking about relationships with other people - how do we get on with others? RRSA 36</p>	<p>What improves and harms their local, natural and built environments and about some of the ways people look after them. RRSA 29</p> <p>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them. RRSA 9</p> <p>What constitutes a healthy lifestyle, including the benefits of physical activity, rest, healthy eating and dental health. RRSA 27</p>	<p>To know that it is a responsible job to look after others.</p> <p>How and why, plants and animals reproduce. RRSA 6</p> <p>How did I get here?</p> <p>That household products, including medicines, can be harmful if not used properly. 17</p>

<p>Year 3</p>	<p>How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and begin to understand the concept of a balanced lifestyle. RRSA24 Coping with change. RRSA 19, 17 Relationships</p>	<p>What makes a family – different relationships. RRSA 25, 20, 21,18 Changes - Life cycle of animals, human life cycle, personal hygiene. RRSA33 To know that we make decisions for our bodies. RRSA 24, 27 How bodies change at different rates. RRSA 24,27 Oral health RRSA 24</p>	<p>28,29 To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities. RRSA 36, 37 Relationships - touching as a sign of affection, what it appropriate and not, characteristics of a family, right to say no to anything you do not like. RRSA 34 To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. RRSA 15</p>	<p>To recognise and respond appropriately to a wider range of feelings in others. RRSA 12 That their actions affect themselves and others. RRSA 12 To recognise and challenge stereotypes. RRSA, RE 30,14 To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. RRSA</p>	<p>To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet? RRSA 24 To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. RRSA 13,17 Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. RRSA 36,37,42 What democracy is, and about the basic institutions that support it locally and nationally. RRSA 12, 16</p>	<p>To differentiate between the terms, 'risk', 'danger' and 'hazard'. About people who are responsible for helping them stay healthy and safe and ways that they can help these people.</p>
<p>Year 4</p>	<p>School rules about health and safety, basic emergency aid procedures, where and how to get help. RRSA 19, 24, 39 To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. RRSA 29,30,14 That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. RRSA 12, 13, 17, 23</p>	<p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. RRSA12 To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. RRSA 39 To judge what kind of physical contact is acceptable or unacceptable and how to respond. RRSA 34,39 To resolve differences by looking at alternatives, seeing and respecting others' point of view, making decisions and explaining choices. RRSA 12, 13, 17, 23</p>	<p>The importance of protecting personal information, including passwords, images and addresses. RRSA 19,36 To recognise the ways in which a relationship can be unhealthy and who to talk to if they need support. RRSA 36, 39 The concept of 'keeping something confidential or secret' when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. RRSA 19,36,39</p>	<p>Discuss political parties, meanings of each party, parliament, society and government and the impact these have on society. RRSA 12, 13, 17, 23 To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. RRSA 12, 13, 17, 23 What being part of a community means, and about the varied institutions that support communities locally and nationally. RRSA 12, 13, 17, 23</p>	<p>Characteristics of a family and how they can be different. RRSA 20, 21, 18 Personal hygiene - keeping clean even though we have changed, skin care. RRSA 24, 27 Discussion of the fact that we are changing at different times. RRSA 24, 27 Relationships - Touching as a sign of affection. RRSA 34, 39</p>	<p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. RRSA12, 13, 17, 23 Growing up and changes this might involve – hormones etc. RRSA 24, 27 That bacteria and viruses can affect health and following simple routines can reduce their spread. To recognise their body will change as they approach and move through puberty.</p>

<p>Year 5</p>	<p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. RRSA 12</p>	<p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe. RRSA 15 That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. RRSA 15 Strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones.) RRSA 32, 17</p>	<p>What positively and negatively affects their physical, mental and emotional health (including the media.) RRSA 32, 19 To recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help). RRSA 15</p>	<p>To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. RRSA 32 That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability RRSA 14</p>	<p>About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p><u>RELATIONSHIPS TO BE DELIVERED BY SCHOOL NURSE IN PUBERTY TALK</u></p> <p>Relationships - discuss and revisit appropriate and inappropriate touching, characteristics of family, platonic relationships. RRSA 16, 34, 37 How can we show affection? Revisit right to say no. RRSA 16, 34, 37 Physical changes at puberty. Know and name internal sexual parts and function. Understand pregnancy as a period of gestation. Understand how babies are made and born. Understand the wonder of bodies changing.</p>	<p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. RRSA 15 To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. RRSA 14 To think about the lives of people living in other places, and people with different values and customs. RRSA 14 Discuss the EU, democracy, parliament, political parties. English balanced argument RRSA 15</p>
<p>Year 6</p>	<p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. RRSA 15 To recognise and manage 'dares'. RRSA 29</p>	<p>To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability RRSA 14</p>	<p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves To explore and critique how the media present information</p>	<p>To recognise and challenge stereotypes To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. This may include radicalisation, racism, gender equality, local, national, European, commonwealth and global concerns RRSA 29</p>	<p>What is made by the term 'habit' and why habits can be hard to change RRSA. 33 Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others. RRSA 33</p> <p><u>RELATIONSHIPS TO BE DELIVERED BY SCHOOL NURSE IN PUBERTY TALK</u></p> <p>Sex and Relationships Education Touching as a sign of affection, mood changes, and premenstrual tension. Understand the changing relationships between boys and girls</p>	<p>About change, including transitions, loss, separations, divorce and bereavement. RRSA 12 To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT). RRSA 12, 29 That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. RRSA 12, 29</p>

					<p>Understanding sexual feelings - something that happens in private between adults, not emotionally ready yet although may be physically.</p> <p>Changes that happen to boys and girls through puberty and the feelings involved.</p> <p>Revise menstruation.</p> <p>Sanitary protection.</p> <p>Personal hygiene during menstruation.</p> <p>Understand pregnancy can begin when periods do.</p> <p>How to predict a period.</p>	
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