



PSHE & Healthy Schools Curriculum Overview

Year Group	Term					
	Autumn 1 New beginnings	Autumn 2 Getting on and falling out	Spring 1 Going for goals	Spring 2 Good to be me (Healthy Eating/Wellbeing)	Summer 1 Relationships	Summer 2 Changes
EYFS	<p>Skill: Settling into new routines, class boundaries, belonging to a class, school.</p> <p>Context: New beginnings</p>	<p>Skill: Forming relationships, sharing and turn taking</p> <p>Context: Anti-bullying</p>	<p>Skill: Awareness of needs of others, taking responsibility for own behaviour and choices.</p> <p>Context: Good to be me</p>	<p>Skill: Healthy eating, where does food come from, making healthy choices, keeping ourselves safe.</p> <p>Context: Healthy choices</p>	<p>Skill: My body, keeping myself safe and clean</p> <p>Context: PANTS</p>	<p>Skill: Forming good relationships with others</p> <p>Context: Moving to Year 1</p>
One	<p>Skill: Identify how to keep oneself safe.</p> <p>Context: Rules at school, code of conduct</p>	<p>Skill: Identify and name feelings.</p> <p>Context: Emotions using mirror</p>	<p>Skill: Talk about who helps us when we are unwell and how we can feel better.</p> <p>Context: Class dojo, growth mindset.</p>	<p>Skill: Explain ways of keeping clean and name main parts of the body.</p> <p>Context: Science links, instructions hand washing (glitter test)</p>	<p>Skill: Explain different ways that family and friends care for one another.</p> <p>Context: RE link-sense of belonging</p>	<p>Skill: Identify healthy and unhealthy choices.</p> <p>Context: Healthy foods- Mr Grinling.</p>
Two	<p>Skill: Emotional intelligence - being self aware and understanding ourselves and how the choices we make impact on others.</p> <p>Context: Emotional Health and</p>	<p>Skill: Recognising how to stay safe in different situations. Understanding what bullying is and how to respond suitably.</p> <p>Context: Safety Education</p>	<p>Skill: Knowledge of what medication is and of other household products that can be harmful.</p> <p>Context: Child Protection and Drugs Education</p>	<p>Skill: Listening to others. Showing respect and tolerance to others.</p> <p>Context: Citizenship</p>	<p>Skill: Listening to others. Recognising different types of relationships and whether or not they are positive.</p> <p>Context: Different Families and Relationships</p>	<p>Skill: Recognising different body parts. Understanding the importance of gender equality.</p> <p>Context: SRE</p>

	Well-being	(Bonfire Night) and Anti-bullying Education				
Three	<p>Skill: Express own views and listen and respect views of others. Demonstrate recognition of own worth and that of others.</p> <p>Context: Democracy, school council, national politics</p>	<p>Skill: Describe the nature and consequences of bullying and express ways of responding to it.</p> <p>Context: Discussing feelings, how they are affected. Explaining who you turn to</p>	<p>Skill: Talk about what goes into my body and the effects it may have. Talk about people I trust and why. Understand my money.</p> <p>Context: Discuss what drugs are, how some are legal and illegal explaining the reasons behind this</p>	<p>Skill: Understand body growth and changes. Talk about keeping oneself happy. Discuss the importance of food hygiene.</p> <p>Context: Discuss differences between each person and how different people may have various talents.</p>	<p>Skill: Begin to talk about different types of relationships and challenge stereotypes.</p> <p>Context: Discuss what relationships children have and explain how these relationships may be stronger than others</p>	<p>Skill: Make choices about how to develop healthy lifestyles.</p> <p>Context: Discuss life style choices, including food intake, regularity of exercise</p>
Four	<p>Skill: Express own views confidently and listen to and show respect for the views of others.</p> <p>Context: My personal safety</p>	<p>Skill: Knowing when to say yes or no within different situations. Know what a friend is and does and know how to cope with some friendship problems.</p> <p>Context: Peer Pressure & Friendships</p>	<p>Skill: List the commonly available drugs and substances that are legal and illegal. Know when to keep secrets and promises.</p> <p>Context: Medicines and Introduction to Drug safety</p>	<p>Skill: Understanding what to believe and that I can be persuaded.</p> <p>Context: Emotional Health & Wellbeing</p>	<p>Skill: Personal hygiene, difference between like and love.</p> <p>Context: Liking and loving, my family, We are all Different</p>	<p>Skill: What happens when I exercise. Whose job is it to keep me healthy.</p> <p>Context: Changes, Is our school a healthy environment?</p>
Five	<p>Skill: Identify ways to face new challenges</p> <p>Context: New Beginnings Getting in and falling out</p>	<p>Skill: Rules and laws and how they affect us.</p> <p>Context: Safety Education Child Protection Citizenship</p>	<p>Skill: Talk about what happens if prescribed medicines are taken. Mood changing substances.</p> <p>Context: Drugs Education</p>	<p>Skill: Identify factors which affect emotional health and wellbeing. Identify and explain how to manage risks in different familiar situations.</p>	<p>Skill: Discuss bodily and emotional changes at puberty and demonstrate ways of dealing with these in a positive way.</p> <p>Respond to or</p>	<p>Skill: Coping with emotions. Building good relationships. Keeping oneself safe within a relationship.</p> <p>Context: Changes</p>

			Citizenship Going for goals	Context: Good to be me Emotional Health and Well being Healthy Eating	challenge negative behaviours such as stereotyping or aggression. Context: Relationships SRE	Physical and social environment
Six	Skill: First aid and what causes accidents. Who to trust. Context: RNLI Surfing visit	Skill: Valuing myself and giving myself confidence. Context: Robinwood	Skill: List ways of resisting peer pressure. Context: . Safety Works	Skill: List the commonly available drugs and substances that are legal and illegal. Can describe effects and risks. What is involved in growing up and careers Context:	Skill: Describe different beliefs and values in society and can demonstrate respects and tolerance towards people different to themselves. Discuss emotional changes at puberty and how to deal with these positively. Context: Sex Ed talk	Skill: Transitions to high school and how to deal with change. Context: Transition visits to high school.

To include Enrichment opportunities / Visits out and Visitors In