



PSHE Curriculum Overview

Silverdale St John's CE Primary School



YWAR A	Autumn - How Does It Work?	Spring - Watery Worlds	Summer - The Great Outdoors
Curlews Year R/1	Me and My Relationships valuing Difference	Keeping Myself Safe Rights and Respect	Being My Best Growing & Changing
Bitterns Year 2/3	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights and Respect	Being My Best Growing and Changing
Harriers Year 4/5/6	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights and Respect	Being My Best Growing and Changing
YEAR B	Autumn - Happy, Healthy Me!	Spring - Time Travel	Summer - Here, There & Everywhere
Curlews Year R/1	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights and Respect	Being My Best Growing and Changing
Bitterns Year 2/3	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights and Respect	Being My Best Growing and Changing
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PSHE - Year A

2023/2024 2025/2026	Autumn - How Does It Work?		Spring - Watery Worlds		Summer - The Great Outdoors	
Curlews Year R/1	Me and My Relationships valuing Difference		Keeping Myself Safe Rights and Respect		Being My Best Growing & Changing	
Topic outcomes	<p>To talk about when they might feel unsafe or unhappy and name the people who will help them.</p> <p>To describe different emotions.</p> <p>To explore how we feel at certain times or events and identify ways to change feelings and calm down.</p> <p>To identify events that can make a person feel sad and suggest ways in which they can help a friend who is sad.</p> <p>To understand that classroom rules help everyone to learn and be safe.</p> <p>To recognise how others might be feeling by reading body language/facial expressions.</p> <p>To identify a range of feelings and say how these might make us behave.</p> <p>To recognise that people's bodies and feelings can be hurt.</p>	<p>To describe their own positive attributes. To suggest ways in which we can be kind towards others.</p> <p>To show friendly behaviour towards a peer and build relationships with others.</p> <p>To identify the differences and similarities between people.</p> <p>To explain the difference between unkindness, teasing and bullying and understand that bullying is usually quite rare.</p> <p>To explain some of their school rules and how those rules help to keep everybody safe.</p>	<p>To name things that keep their bodies safe, clean and protected.</p> <p>To make safe decisions about items they don't recognise.</p> <p>To talk about what our bodies need to stay well.</p> <p>To name the safe ways to store medicine and who can give it to children (adults).</p> <p>To name some hazards and ways to stay safe inside/outside.</p> <p>To recognise the importance of sleep in maintaining a healthy, balanced lifestyle and identify simple bedtime routines that promote healthy sleep.</p> <p>To recognise emotions and physical feelings associated To identify people who can help them when they feel unsafe.</p>	<p>To identify ways in which they help at home. To think about what makes the world special and beautiful.</p> <p>To name ways in which they can help take care of the environment.</p> <p>To recognise coins and other items relating to money.</p> <p>To identify the uses of money.</p> <p>To talk about why it's important to keep money safe.</p> <p>To identify what they like about the school environment.</p> <p>To recognise who cares for and looks after the school environment.</p> <p>To demonstrate responsibility in looking after something.</p> <p>To explain the importance of looking after things that belong to themselves or to others.</p>	<p>To name and choose healthy foods and drink. To describe the changes in their body during exercise and what is happening to their body.</p> <p>To understand why our body needs sleep and talk about their own bedtime routine.</p> <p>To recognise the importance of fruit and vegetables in their daily diet.</p> <p>To recognise that they may have different tastes in food to others.</p> <p>To understand how diseases can spread.</p> <p>To recognise and use simple strategies for preventing the spread of diseases.</p>	<p>To name the different seasons and describe their differences.</p> <p>To explain the changes that occur as seasons change.</p> <p>To understand that animals and humans change in appearance over time.</p> <p>To use the language and describe the different life stages of: baby, child, teenager, adult, older age.</p> <p>To understand some of the tasks required to look after a baby;</p> <p>To explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</p> <p>To explain the difference between teasing and bullying and give examples of what they can do if they experience or witness bullying.</p>
Bitterns Year 2/3	Me and My Relationships Valuing Difference		Keeping Myself Safe Rights and Respect		Being My Best Growing and Changing	
Topic outcomes	<p>To define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two.</p> <p>To understand and describe strategies for dealing with bullying.</p> <p>To recognise that there are different types of bullying and unkind behaviour.</p> <p>To recognise that friendship is a special kind of relationship and identify some of the ways that good friends care for each other</p> <p>To explain why we have rules.</p> <p>To explain some of the feelings someone might have when they lose something important to them.</p> <p>To identify people who they have a special relationship with and suggest strategies for maintaining a positive relationship with their special people.</p>	<p>To explain how it feels to be part of a group and how it feels to be left out from a group.</p> <p>To recognise and describe acts of kindness and unkindness and explain how these impact on other people's feelings.</p> <p>To demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted).</p> <p>To recognise that there are many different types of family.</p> <p>To understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>To define the term 'community' and identify the different communities that they belong to.</p> <p>To reflect on listening skills and give examples of respectful language.</p>	<p>To recognise that some touches are not fun and can hurt or be upsetting.</p> <p>To know that they can ask someone to stop touching them.</p> <p>To identify safe secrets and unsafe secrets.</p> <p>To recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p> <p>To identify situations which are safe or unsafe and identify people who can help if a situation is unsafe.</p> <p>To define the words danger and risk, explaining the difference between them.</p> <p>To identify risk factors in given situations and suggest ways of reducing or managing those risks.</p> <p>To identify some key risks from and effects of cigarettes and alcohol.</p>	<p>To recognise that they all have a responsibility for helping to look after the school environment.</p> <p>To understand that people have choices about what they do with their money.</p> <p>To recognise that money can be spent on items which are essential or non-essential.</p> <p>To define what a volunteer is and identify people who are volunteers in the school community.</p> <p>To identify key people who are responsible for them to stay safe and healthy.</p> <p>To understand the difference between 'fact' and 'opinion'.</p> <p>To understand how an event can be perceived from different viewpoints.</p>	<p>To explain how germs can be spread and describe simple hygiene routines such as hand washing.</p> <p>To understand that vaccinations can help to prevent certain illnesses.</p> <p>To explain the importance of good dental hygiene.</p> <p>To understand that the body gets energy from food, water and oxygen.</p> <p>To recognise that exercise and sleep are important to health.</p> <p>To demonstrate their understanding of health and wellbeing issues that are relevant to them.</p> <p>To identify their achievements and areas of development.</p> <p>To demonstrate how working together in a collaborative manner can help everyone to achieve success.</p>	<p>To identify which parts of the human body are private.</p> <p>To explain that a person's genitals help them to make babies when they are grown up.</p> <p>To explain what privacy means and know that you are not allowed to touch someone's private belongings without their permission.</p> <p>To identify different types of relationships and recognise who they have positive healthy relationships with.</p> <p>To understand what is meant by the term body space (or personal space).</p> <p>To define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.</p> <p>To recognise how different surprises and secrets might make them feel.</p>
Harriers Year 4/5/6	Me and My Relationships Valuing Difference		Keeping Myself Safe Rights and Respect		Being My Best Growing and Changing	
Topic outcomes	<p>To identify a wide range of feelings.</p> <p>To recognise that different people can have different feelings in the same situation.</p> <p>To give examples of strategies to respond to being bullied, including what people can do and say.</p> <p>To demonstrate how to respond to a wide range of feelings in others and give examples of some key qualities of friendship.</p> <p>To identify what things make a relationship unhealthy.</p> <p>To identify characteristics of passive, aggressive and assertive behaviours.</p> <p>To understand that online communication can be misinterpreted.</p> <p>To recognise and empathise with patterns of behaviour in peer-group dynamics.</p> <p>To recognise that some types of physical contact can produce strong negative feelings.</p>	<p>To list some of the ways that people are different to each other (including differences of race, gender, religion).</p> <p>To understand and identify stereotypes, including those promoted in the media.</p> <p>To define some key qualities of friendship, describe ways of making a friendship last and explain why friendships sometimes end.</p> <p>To rehearse active listening skills and demonstrate respectfulness in responding to others.</p> <p>To develop an understanding of discrimination and its injustice, and describe this using examples.</p> <p>To understand and explain the term prejudice.</p> <p>To explain the difference between a friend and an acquaintance.</p>	<p>To understand some of the key risks and effects of smoking and drinking alcohol.</p> <p>To describe stages of identifying and managing risk and suggest people they can ask for help in managing risk.</p> <p>To explain what a habit is, giving examples and describe why and how a habit can be hard to change.</p> <p>To demonstrate strategies to deal with both face-to-face and online bullying.</p> <p>To explain how drugs can be categorised into different groups depending on their medical and legal context.</p> <p>To demonstrate an understanding that drugs can have both medical and non-medical uses.</p>	<p>To explain the role of the bystander and how it can influence bullying or other anti-social behaviour.</p> <p>To define the terms 'income' and 'expenditure'.</p> <p>To explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'.</p> <p>To understand the difference between a fact and an opinion.</p> <p>To understand what biased reporting is and the need to think critically about things we read.</p> <p>To define the differences between responsibilities, rights and duties.</p> <p>To explain what we mean by the terms voluntary, community and pressure (action) group.</p> <p>To explain what is meant by living in an environmentally sustainable way.</p>	<p>To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs).</p> <p>To suggest ways in which different people support the school community.</p> <p>To explain what being part of a school community means to them and suggest ways of improving the school community.</p> <p>To gain an understanding of basic first aid.</p> <p>To identify their own strengths and talents.</p> <p>To identify areas that need improvement and describe strategies for achieving those improvements.</p> <p>To present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</p>	<p>To understand that marriage is a commitment to be entered into freely and not against someone's will.</p> <p>To recognise that marriage includes same sex and opposite sex partners.</p> <p>To know the legal age for marriage in England or Scotland.</p> <p>To use a range of words and phrases to describe the intensity of different feelings.</p> <p>To understand what kinds of touch are acceptable or unacceptable.</p> <p>To explain how someone might feel when they are separated from someone or something they like and suggest how to help them.</p> <p>To define the word 'puberty' giving examples of some of the physical and emotional changes associated with it.</p>

PSHE - Year B

2022/2023 2024/2025	Autumn – Happy, Healthy Me!		Spring – Time Travel		Summer – Here, There and Everywhere	
Curlews Year R/1	Me and My Relationships Valuing Difference		Keeping Myself Safe Rights and Respect		Being My Best Growing and Changing	
Topic outcomes	To talk about their own interests and their families. To talk about how they are the same or different to others. To share their favourite interests and objects. To talk about themselves positively. To talk about important people in their lives and understand that we have different special people. To identify simple qualities of friendship and suggest simple strategies for making up.	To celebrate what makes each person unique and recognise things that we have in common. To identify some of the people who are special to them and name some of the qualities that make them a special person to them. To recognise and explain what is fair and unfair, kind and unkind. To suggest ways they can show kindness to others.	To name the adults who they can ask for help from, and will keep them safe. To recognise the feelings they have when they are unsafe. To talk about keeping themselves safe, safe touches and consent. To share ideas about activities that are safe to do on electronic devices. To name the people in their lives/community who help to keep them safe. Talk about ways to keep themselves safe in their environment. To recognise the range of feelings that are associated with loss. To understand that medicines can sometimes make people feel better when they're ill. To understand and learn the PANTS rules; To name and know which parts should be private.	To talk about why friends are important and how they help us. To identify ways to care for a friend in need. To explain where people get money from and list some of the things that money may be spent on in a family home. To explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money'. To show an understanding of basic first aid.	To share an experience where they haven't achieved their goal. To recognise that some skills take time to learn. To recognise that learning a new skill requires practice and the opportunity to fail, safely. To give and receive positive feedback, and experience how this makes them feel. To recognise how a person's behaviour (including their own) can affect other people.	To explain that a baby is made by a woman and a man, and grows inside a mother's tummy. To understand that every family is different. To talk about how they have changed as they have grown and explain the differences between babies, children, and adults. To identify things they could do as a baby, a toddler and can do now; To name parts of the body (including reproductive parts) using the correct vocabulary. To explain which parts of their body are kept private and safe and why. To explain the difference between a secret and a nice surprise.
Bitterns Year 2/3	Me and My Relationships Valuing Difference		Keeping Myself Safe Rights and Respect		Being My Best Growing and Changing	
Topic outcomes	To suggest actions that will contribute positively to the life of the classroom. To take part in creating and agreeing classroom rules. To use a range of words to describe feelings and recognise that people have different ways of expressing their feelings. To recognise, name and understand how to deal with feelings. To explain where to get help if they were being upset by someone else's behaviour. To rehearse and demonstrate simple strategies for resolving given conflict situations. To explain what a dare is and understand that no-one has the right to force them to do a dare. To identify qualities of friendship, suggest why friends sometimes fall out and rehearse skills for making up again.	To identify some of the physical and non-physical differences and similarities between people. To recognise and explain how a person's behaviour can affect other people. To identify people who are special to them and explain some of the ways those people are special. To explain that people living in the UK have different origins. To identify similarities and differences between a diverse range of people. To understand and explain some of the reasons why different people are bullied. To explain why people have prejudiced views and understand what this is.	To understand that medicines can sometimes make people feel better when they're ill. To understand that medicines are drugs and suggest ways that they can be helpful or harmful. To identify situations in which they would feel safe or unsafe. To identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation. To identify the types of touch they like and do not like; others safe. To recognise potential risks associated with browsing online.	To describe and record strategies for getting on with others in the classroom. To explain, and be able to use, strategies for dealing with impulsive behaviour. To identify special people in the school and community who can help to keep them safe and know how to ask for help. To define what is meant by the environment. To evaluate and explain different methods of looking after the school environment. To understand the terms 'income', 'saving' and 'spending'; To explain that people earn their income through their jobs.	To help themselves and others develop a positive attitude that support their wellbeing. To understand and give examples of things they can choose themselves and things that others choose for them. To explain things that they like and dislike, and understand that they have choices about these things. To explain how each of the food groups on the Eatwell Guide benefits the body and explain what is meant by the term 'balanced diet'. To explain how some infectious illnesses are spread from one person to another and how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses.	To recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. To identify different stages of growth (e.g. baby, toddler, child, teenager, adult). To understand and describe some of the things that people are capable of at these different stages. To gain an understanding of basic first aid. To know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens.
Harriers Year 4/5/6	Me and My Relationships Valuing Difference		Keeping Myself Safe Rights and Respect		Being My Best Growing and Changing	
Topic outcomes	To describe 'good' and 'not so good' feelings and how feelings can affect our physical state. To explain what we mean by a 'positive, healthy relationship'. To recognise that there are times when we may need to say 'no' to a friend and describe appropriate strategies. To explain what collaboration means, give examples and describe the attributes needed to work collaboratively. To explain what is meant by the terms <i>negotiate</i> and <i>compromise</i> . To recognise some of the challenges that arise from friendships.	To understand that they have the right to protect their personal body space. To recognise that they have different types of relationships with people they know. To identify and describe the different groups that make up their school/wider community/other parts of the UK. To describe the benefits of living in a diverse society. To understand that the information we see online, either text or images, is not always true or accurate. To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. To demonstrate ways of showing respect to others using verbal and non-verbal communication.	To identify images that are safe/unsafe to share online; To know and explain strategies for safe online sharing. To define what is meant by the word 'dare'. To understand that medicines are drugs and be able to explain safety issues for medicine use. To recognise which situations are risky and explore and share their views about decision making when faced with a risky situation. To identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks. To define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour.	To explain how different people in the school and local community help them stay healthy and safe. To understand that humans have rights and also responsibilities. To understand the reason we have rules and suggest and engage with ways that they can contribute to the decision-making process in school. To define the word <i>influence</i> and recognise that reports in the media can influence the way they think about a topic. To state the costs involved in producing and selling an item. To define the terms loan, credit, debt and interest. To define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them. To know the legal age (and reason behind these) for having a social media account.	To identify ways in which everyone is unique and appreciate their own uniqueness. To give examples of choices they make for themselves and choices others make for them. To identify people who are responsible for helping them stay healthy and safe and identify ways that they can help these people. To describe 'star' qualities of celebrities as portrayed by the media and recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. To explain what the five ways to wellbeing are and describe how these contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. To gain an understanding of basic first aid.	To describe some of the changes that happen to people during their lives. To name some positive and negative feelings. To understand how the onset of puberty can have emotional as well as physical impact. To identify the consequences of positive and negative behaviour on themselves and others. To recognise how our body feels when we're relaxed and list some of the ways our body feels when it is nervous or sad. To recognise that some people can get bullied because of the way they express their gender. To define what is meant by the term <i>stereotype</i> and recognise how the media can sometimes reinforce gender stereotypes.