



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/1/2	Me and My Relationships valuing Difference	Keeping Myself Safe Rights and Respect	Being My Best Growing & Changing
Bitterns Year 3/4	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights and Respect	Being My Best Growing and Changing
Harriers Year 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/1/2	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights and Respect	Being My Best Growing and Changing
Bitterns Year 3/4	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/1/2	Me and My Relationships valuing Difference	Keeping Myself Safe Rights and Respect	Being My Best Growing & Changing			
Topic outcomes	<ul style="list-style-type: none"> *Talk about similarities and differences. *Name special people in their lives. *Describe different feelings. *Identify who can help if they are sad, worried or scared *Talk about when they might feel unsafe or unhappy. *Name the people who will help them. *Notice when a friend is in need at school and help them. *Understand that classroom rules help everyone to learn and be safe. *Explain their classroom rules and be able to contribute to making these. *Demonstrate attentive listening skills. *Suggest simple strategies for resolving conflict situations. *Give and receive positive feedback, and experience how this makes them feel. 	<ul style="list-style-type: none"> *Be sensitive towards others and celebrate what makes each person unique. *Recognise that we can have things in common with others. *Use speaking and listening skills to learn about the lives of their peers. *Know the importance of showing care and kindness towards others. *Demonstrate skills in building friendships and cooperation. *Empathise with those who are different from them. *Begin to appreciate the positive aspects of these differences. *Recognise and explain what is fair and unfair, kind and unkind. *Suggest ways they can show kindness to others. 	<ul style="list-style-type: none"> *Understand that medicines can sometimes make people feel better when they're ill & give examples of what a person can do to feel better without use of medicines. *Explain simple issues of safety and responsibility about medicines and their use. *Identify situations in which they would feel safe or unsafe. *Suggest actions for dealing with unsafe situations including who they could ask for help. *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. 	<ul style="list-style-type: none"> *Identify what they like about the school environment. *Recognise who cares for and looks after the school environment. *Explain the importance of looking after things that belong to themselves or to others. *Identify any problems with the school environment (e.g. things needing repair). *Make suggestions for improving the school environment. *Explain where people get money from. *List some of the things that money may be spent on in a family home. 	<ul style="list-style-type: none"> *Recognise the importance of sleep and talk about their own bedtime routine. *Feel resilient and confident in their learning. *Name and discuss different types of feelings and emotions. *Learn and use strategies or skills in approaching challenges. *Understand that they can make healthy choices. *Name and recognise how healthy choices can keep us well. *Recognise the importance of fruit and vegetables in their daily diet. *Explain the importance of good dental hygiene. *Describe simple dental hygiene routines. 	<ul style="list-style-type: none"> *Understand that there are changes in nature and humans. *Name the different stages in childhood and growing up e.g baby, toddler, teenager, adult. *Understand that babies are made by a man and a woman. *Use the correct vocabulary when naming the different parts of the body. *Understand and describe some of the things that people are capable of at these different stages. *Identify the people who help/helped them at those different stages. *Understand some of the tasks required to look after a baby.
Bitterns Year 3/4	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights and Respect	Being My Best Growing and Changing			
Topic outcomes	<ul style="list-style-type: none"> *Explain why we have rules. *Explore why rules are different for different age groups, in particular for internet-based activities. *Suggest appropriate rules for a range of settings. *Consider the possible consequences of breaking the rules. *Identify people who they have a special relationship with. *Suggest strategies for maintaining a positive relationship with their special people. **Rehearse and use, now or in the future, skills for making up again. *Express opinions and listen to those of others. *Consider others' points of view. *Understand that no-one has the right to force them to do a dare. *Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. 	<ul style="list-style-type: none"> *Reflect on listening skills. *Give examples of respectful language. *Give examples of how to challenge another's viewpoint, respectfully. *Define the term 'community'. *Identify the different communities that they belong to. *Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. *Explain that people living in the UK have different origins. 	<ul style="list-style-type: none"> *Identify situations which are safe or unsafe. *Identify people who can help if a situation is unsafe. *Suggest strategies for keeping safe. *Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them. *Identify situations which are either dangerous, risky or hazardous. *Suggest simple strategies for managing risk. *Evaluate the validity of statements relating to online safety. *Recognise potential risks associated with browsing online. *Give examples of strategies for safe browsing online. 	<ul style="list-style-type: none"> *Identify key people who are responsible for them to stay safe and healthy. *Suggest ways they can help these people. *Understand the terms 'income', 'saving' and 'spending'. *Recognise that there are times we can buy items we want and times when we need to save for items. *Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) *Define what is meant by the environment. *Evaluate and explain different methods of looking after the school environment. 	<ul style="list-style-type: none"> *Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body. *Explain what is meant by the term 'balanced diet'. *Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. *Give examples what foods might make up a healthy balanced meal. *Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain). *Describe how food, water and air get into the body and blood. 	<ul style="list-style-type: none"> *Understand what is meant by the term body space (or personal space). *Identify when it is appropriate or inappropriate to allow someone into their body space. *Rehearse strategies for when someone is inappropriately in their body space. *Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. *Recognise how different surprises and secrets might make them feel. *Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
Harriers Year 5/6	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights and Respect	Being My Best Growing and Changing			
Topic outcomes	<ul style="list-style-type: none"> *Explain what collaboration means. *Demonstrate a collaborative approach to a task. *Explain what is meant by the terms negotiation and compromise. *Describe strategies for resolving difficult issues or situations. *Demonstrate how to respond to a wide range of feelings in others. *Give examples of some key qualities of friendship. *Reflect on their own friendship qualities. *Identify what things make a relationship unhealthy. *Identify who they could talk to if they needed help. *Understand that online communication can be misinterpreted. *Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. *Identify characteristics of passive, aggressive and assertive behaviours. *Understand and rehearse assertiveness skills. 	<ul style="list-style-type: none"> *Define some key qualities of friendship. *Describe ways of making a friendship last. *Explain why friendships sometimes end. *Develop an understanding of discrimination and its injustice, and describe this using examples. *Empathise with people who have been, and currently are, subjected to injustice, including through racism. *Consider how discriminatory behaviour can be challenged. *Identify the consequences of positive and negative behaviour on themselves and others. 	<ul style="list-style-type: none"> *Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private. *Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face. *Know how to protect personal information online. *Recognise disrespectful behaviour online and know how to respond to it. 	<ul style="list-style-type: none"> *Define the differences between responsibilities, rights and duties. *Discuss what can make them difficult to follow. *Identify the impact on individuals and the wider community if responsibilities are not carried out. *Define the terms loan, credit, debt and interest. *Suggest advice for a range of situations involving personal finance. *Know the legal age (and reason behind these) for having a social media account. 	<ul style="list-style-type: none"> *Know the basic functions of the four systems covered and know they are inter-related. *Explain the function of at least one internal organ. *Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. *Identify people who are responsible for helping them stay healthy and safe. *Identify ways that they can help these people. 	<ul style="list-style-type: none"> *Use a range of words and phrases to describe the intensity of different feelings. *Distinguish between good and not so good feelings, using appropriate vocabulary to describe these. *Explain strategies they can use to build resilience. *Identify people who can be trusted. *Understand what kinds of touch are acceptable or unacceptable. *Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.

PSHE - Year B

2022/2023 2024/2025	Autumn – Happy, Healthy Me!		Spring – Time Travel		Summer – Here, There and Everywhere	
Curlews Year R/1/2	Me and My Relationships Valuing Difference		Keeping Myself Safe Rights and Respect		Being My Best Growing and Changing	
Topic outcomes	<ul style="list-style-type: none"> *Recognise how others might be feeling by reading body language/facial expressions. *Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.). *Identify simple qualities of friendship and identifying simple strategies for making up. *Explain the difference between bullying and isolated unkind behaviour. *Recognise that there are different types of bullying and unkind behaviour and understanding that they are both unacceptable ways of behaving. *Understand and describe strategies for dealing with bullying. *Rehearse and demonstrate some of these strategies. 	<ul style="list-style-type: none"> *Recognise that they belong to various groups and communities such as their family. *Explain how these people help us and we can also help them to help us. *Know and use words and phrases that show respect for other people. *Identify people who are special to them and explain ways they are special to them. *Recognise and explain how a person's behaviour can affect other people. *Suggest and use strategies for helping someone who is feeling left out. 	<ul style="list-style-type: none"> *Understand and learn the PANTS rules. *Identify the types of touch they like and do not like. *Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable or unsafe. *Identify safe secrets (including surprises) and unsafe secrets. *Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. *Know age-appropriate ways to stay safe online. 	<ul style="list-style-type: none"> *Recognise that different notes and coins have different monetary value. *Identify safe places to keep money. *Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it). *Describe and record strategies for getting on with others in the classroom. *Explain, and be able to use, strategies for dealing with impulsive behaviour. 	<ul style="list-style-type: none"> *Know that eating at least five portions of vegetables and fruit a day helps to maintain health. *Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch. *Recognise the importance of regular hygiene routines. *Understand how diseases can spread. *Recognise and use simple strategies for preventing the spread of diseases. *Give and receive positive feedback, and experience how this makes them feel. *Help themselves and others develop a positive attitude that support their wellbeing. 	<ul style="list-style-type: none"> *Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. *Identify parts of the body that are private. *Describe ways in which private parts can be kept private. *Identify people they can talk to about their private parts. *Explain what privacy means. *Know that you are not allowed to touch someone's private belongings without their permission. *Give examples of different types of private information.
Bitterns Year 3/4	Me and My Relationships Valuing Difference		Keeping Myself Safe Rights and Respect		Being My Best Growing and Changing	
Topic outcomes	<ul style="list-style-type: none"> *Explain what a dare is. *Understand that no-one has the right to force them to do a dare. *Explain what we mean by a 'positive, healthy relationship'. *Describe some of the qualities that they admire in others. *Describe 'good' and 'not so good' feelings and how feelings can affect our physical state. *Explain how different words can express the intensity of feelings. 	<ul style="list-style-type: none"> *Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds. *Give examples of strategies to respond to being bullied, including what people can do and say. *Recognise that repeated name calling is a form of bullying. *Recognise potential consequences of aggressive behaviour. *Define the terms 'negotiation' and 'compromise'. *Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. 	<ul style="list-style-type: none"> *Understand that medicines are drugs and suggest ways that they can be helpful or harmful. *Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). *Identify some key risks from and effects of cigarettes and alcohol. *Know that most people choose not to smoke cigarettes. (Social Norms message) *Define the word 'drug' and understand that nicotine and alcohol are both drugs. 	<ul style="list-style-type: none"> *Understand that humans have rights and also responsibilities. *Identify some rights and also responsibilities that come with these. *Understand some of the ways that various national and international environmental organisations work to help take care of the environment. *Understand and explain the value of this work. 	<ul style="list-style-type: none"> *Explain some of the different talents and skills that people have and how skills are developed. *Recognise their own skills and those of other children in the class. *Identify ways in which everyone is unique; Appreciate their own uniqueness. *Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. 	<ul style="list-style-type: none"> *Describe some of the changes that happen to people during their lives. *Explain how the Learning Line can be used as a tool to help them manage change more easily. *Suggest people who may be able to help them deal with change. *Name some positive and negative feelings. *Understand how the onset of puberty can have emotional as well as physical impact *Suggest reasons why young people sometimes fall out with their parents.
Harriers Year 5/6	Me and My Relationships Valuing Difference		Keeping Myself Safe Rights and Respect		Being My Best Growing and Changing	
Topic outcomes	<ul style="list-style-type: none"> *Give examples of some key qualities of friendship. *Reflect on their own friendship qualities. *Identify what things make a relationship unhealthy. *Identify who they could talk to if they needed help. *Recognise that some types of physical contact can produce strong negative feelings. *Know that some inappropriate touch is also illegal. 	<ul style="list-style-type: none"> *Give examples of how individual/group actions can impact on others in a positive or negative way. *Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. *Suggest strategies for dealing with bullying, as a bystander. *Describe positive attributes of their peers. *Demonstrate ways of showing respect to others, using verbal and non-verbal communication. 	<ul style="list-style-type: none"> *Define what is meant by a dare. *Explain why someone might give a dare. *Suggest ways of standing up to someone who gives a dare. *Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these. *Describe some of the effects and risks of drinking alcohol. 	<ul style="list-style-type: none"> *Understand why people don't tell the truth and often post only the good bits about themselves, online. *Recognise that people's lives are much more balanced in real life, with positives and negatives. *Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them. *Describe the language and techniques that make up a biased report. *Analyse a report also extract the facts from it. 	<ul style="list-style-type: none"> *Describe 'star' qualities of celebrities as portrayed by the media. *Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. *Describe 'star' qualities that 'ordinary' people have. *Identify aspirational goals. *Describe the actions needed to set and achieve these. *Identify risk factors in a given situation. *Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. 	<ul style="list-style-type: none"> *Explain the difference between a safe and an unsafe secret. *Identify situations where someone might need to break a confidence in order to keep someone safe. *Recognise some of the changes they have experienced and their emotional responses to those changes. *Suggest positive strategies for dealing with change. *Identify people who can support someone who is dealing with a challenging time of change.