

PSHE Overview - Objectives

Year 1

Roll-over of EYFS PSED - Autumn 1

Self-Regulation:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships:

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs

PSHE Year 1	
<p>National curriculum statements:</p> <ol style="list-style-type: none">1. To describe how the brain sends and receives messages to help us move, sense and talk, H1: what is meant by a healthy lifestyle (body/brain awareness), H3: think about themselves, recognise strengths2. To identify one daily habit (sleep, food, play) that helps the brain grow and work well, H2: recognising likes/dislikes and making choices that support emotional health. H4: ways of keeping emotionally safe (asking for help).3. To begin to name basic feelings and simple body needs (food, water, sleep, hygiene), H1, H24. To follow simple safety rules at home, school and near roads, and to know who helps keep them safe., H4, H55. To recognise what makes a kind friend and how to ask an adult for help with unkind or bullying behaviour. R1, R26. To know that families can look different but should all care for and keep children safe., R3, R47. To describe belonging to school and local groups and why rules help everyone., L1, L28. To talk about looking after shared spaces and simple differences between people in their community., L2, L4 <p>Links to SMSC:</p> <ol style="list-style-type: none">1. Spiritual: awe/wonder at the body; Social: sharing ideas about what brains can do2. Spiritual: self-awareness of feelings; Moral: choosing calming, not disruptive responses.3. Spiritual – awareness of self and feelings; Moral – beginning to recognise right/wrong choices about health.4. Moral – understanding consequences of unsafe behaviour; Social – learning to keep self and others safe.5. Social – forming positive relationships; Moral – choosing kindness over unkindness.6. Cultural – recognising different family structures; Moral – understanding care and responsibility.7. Social – sense of community and cooperation.8. Moral – caring for the environment; Cultural – noticing diversity around them.	<p>Links to British Values:</p> <ol style="list-style-type: none">1. Individual liberty: understanding everyone has a unique brain and abilities.2. Rule of law: linking calm choices to class rules; Mutual respect: calming to avoid hurting others.3. Individual liberty – making simple healthy choices with guidance.4. Rule of law – learning that rules and safety laws protect everyone.5. Mutual respect – treating others fairly; Tolerance – including everyone in play.6. Tolerance – respecting different families; Mutual respect – valuing others' home lives.7. Democracy – contributing to class decisions; Rule of law – understanding shared rules.8. Mutual respect – caring for shared spaces; Tolerance – accepting differences.

Year 2

PSHE Year 2	
<p>National curriculum statements:</p> <ol style="list-style-type: none"> 1. To explain how the brain changes and gets stronger when we practise (neuroplasticity), H3: recognising strengths, setting simple but challenging goals. R8 (KS1): learning to share opinions and explain views. 2. To follow a short breathing or quiet-listening exercise and say how feelings change, H2: maintaining emotional health and wellbeing. H4: ways of keeping emotionally safe (strategies, support). 3. To explain simple ways to keep healthy (including teeth, exercise, handwashing) and to calm down when upset. H1 H2 4. To recognise early warning signs that something is unsafe and to tell a trusted adult. H4 H6 5. To describe friendly and unfriendly behaviours and simple ways to fix fallouts. R1 R5 6. To recognise that everyone has feelings and that words and actions can hurt or help others. R2 R6 7. To understand needs and wants and that money is used to buy things. L6 L7 8. To name some jobs in school and the community and how people help each other. L3 L5 <p>Links to SMSC:</p> <ol style="list-style-type: none"> 1. Spiritual: hope and purpose in growth; Moral: effort and perseverance as positive traits. 2. Spiritual: reflection on inner experience; Social: listening to peers' feelings respectfully. 3. Spiritual - reflecting on what helps them feel well; Moral - responsibility for own health. 4. Moral - knowing it is right to seek help; Social - trusting and using support networks. 5. Social - managing friendships and conflicts; Moral - repairing harm. 6. Spiritual - empathy and reflection on impact; Moral - understanding consequences of behaviour. 7. Moral - thinking about fair and sensible choices with money. 8. Social - recognising roles and responsibilities; Cultural - understanding community structures. 	<p>Links to British Values:</p> <ol style="list-style-type: none"> 1. Individual liberty: belief in capacity to improve; Mutual respect: recognising others can improve too. 2. Mutual respect and tolerance: accepting others' emotional experiences; Individual liberty: choosing strategies that work for them. 3. Individual liberty - making healthier choices, supported by adults. 4. Rule of law - understanding that some actions are not allowed because they are unsafe. 5. Mutual respect - treating others kindly; Democracy - listening to others' viewpoints. 6. Mutual respect - valuing others' feelings; Tolerance - understanding differences in reactions. 7. Individual liberty - making simple choices about spending within boundaries. 8. Mutual respect - valuing different roles; Democracy - linking to school council/community voice.

Year 3

PSHE Year 3	
<p>National curriculum statements:</p> <ol style="list-style-type: none"> 1. Can I name cerebrum, cerebellum, brainstem and match each to one job? H1 (KS2): what constitutes a healthy lifestyle including benefits of physical activity and rest. H8: different influences on health (e.g. exercise, technology). 2. Can I describe how strong feelings affect the “thinking brain” and give one pause strategy? H2: maintaining emotional health and wellbeing. H4: keeping physically and emotionally safe, managing risk to wellbeing. R2: recognise and manage emotions in relationships. 3. To identify how food, exercise, sleep and screen time affect health and mood. H1 H3 4. To begin to use strategies to manage big feelings and to explain when to seek help. H2 H5 5. To recognise different types of friendship and what bullying (including online) looks like. R1 R7 6. To understand that people have similarities and differences and that stereotyping is unfair. R8 L4 7. To explain why communities need rules and laws as well as class and school rules. L1 L8 8. To begin to understand spending, saving and sharing money and simple charitable giving. L6 L9 <p>Links to SMSC:</p> <ol style="list-style-type: none"> 1. Spiritual: awe/wonder at the body; Social: sharing ideas about what brains can do 2. Spiritual: self-awareness of feelings; Moral: choosing calming, not disruptive responses. 3. Spiritual – reflecting on wellbeing; Moral – seeing consequences of lifestyle choices. 4. Spiritual – self reflection and self control; Social – seeking appropriate support. 5. Social – building positive peer groups; Moral – recognising bullying as wrong. 6. Cultural – appreciating diversity; Moral – challenging unfair assumptions. 7. Social – understanding shared responsibility; Moral – appreciating fairness and justice. 8. Moral – considering others’ needs; Social – contributing to community through giving. 	<p>Links to British Values:</p> <ol style="list-style-type: none"> 1. Individual liberty: understanding everyone has a unique brain and abilities. 2. Rule of law: linking calm choices to class rules; Mutual respect: calming to avoid hurting others. 3. Individual liberty – making informed health choices. 4. Individual liberty – choosing positive coping strategies; Rule of law – understanding safeguarding rules that protect them. 5. Mutual respect – everyone’s right to feel safe; Tolerance – challenging prejudice based bullying. 6. Tolerance – respecting different backgrounds; Mutual respect – valuing individuality. 7. Rule of law – laws apply to everyone; Democracy – how rules can be agreed and changed. 8. Individual liberty – choosing how to use money responsibly; Democracy – linking to charity votes/fundraising.

Year 4

PSHE Year 4	
<p>National curriculum statements:</p> <ol style="list-style-type: none"> 1. To describe neurons as messenger cells that connect to pass information. H1/H8: how lifestyle and learning influence brain functioning. L2: understanding how choices now may affect future health/learning. 2. To explain how repeating mindfulness practice can strengthen attention networks. H2: maintaining mental health by developing coping strategies. H6: making informed choices about health and recognising sources of help. 3. To deepen understanding of risk and safety (including online safety and substances like medicines). H4 H7 4. To recognise body changes linked to growing up and to begin to prepare for later puberty learning. H8 5. To develop skills for resolving conflict and resisting peer pressure to be unkind. R5 R9 6. To explore stereotypes and discrimination and how to challenge them respectfully. R8 L4 7. To learn about different types of work and why adults have jobs. L10 L11 8. To explore how actions affect the local and global environment and ways to care for it. L2 L12 <p>Links to SMSC:</p> <ol style="list-style-type: none"> 1. Spiritual: sense of interconnectedness; Cultural: appreciating scientific discovery processes. 2. Spiritual: sustained reflection on attention and presence; Moral: commitment to practice for self-improvement. 3. Moral – weighing up risks and consequences; Social – protecting self and others. 4. Spiritual – reflecting on change and identity; Social – respecting others' stages of development. 5. Social – cooperative problem solving; Moral – choosing to do the right thing despite pressure. 6. Cultural – examining how groups are portrayed; Moral – recognising injustice. 7. Social – understanding contribution to society; Cultural – awareness of varied roles. 8. Moral – responsibility for the planet; Cultural – being part of a global community. 	<p>Links to British Values:</p> <ol style="list-style-type: none"> 1. Democracy: cooperative decision-making in group activities; Respect: effective teamwork. 2. Individual liberty: choosing to use attention strategies; Rule of law: linking focus to learning responsibilities. 3. Rule of law – legal limits and safety rules; Individual liberty – making safe choices within those boundaries. 4. Mutual respect – sensitivity to others' changes; Tolerance – respecting different beliefs about growing up. 5. Democracy – listening to all sides; Individual liberty – saying no to pressure. 6. Tolerance – opposing discrimination; Mutual respect – for all groups and individuals. 7. Mutual respect – valuing all kinds of work; Individual liberty – beginning to think about future choices. 8. Democracy – taking part in eco decisions; Individual liberty – making eco friendly choices.

Year 5

PSHE Year 5

National curriculum statements:

1. Can I locate and name frontal, parietal, temporal, occipital lobes and link to functions? H1/H3: understanding body/brain to set learning goals. L1: discussing how learning supports future aspirations.
2. Can I explain, with an example, how sleep, movement and stress affect memory and concentration? H1: healthy lifestyle (sleep, exercise). H2: maintaining mental and emotional health. H3/H8: recognising influences and consequences for health and learning.
3. To understand physical and emotional aspects of puberty and how to care for changing bodies. H8 RH9
4. To learn strategies for managing stress, including around school work, friendships and online life. H2 H3
5. To distinguish healthy, respectful relationships from unhealthy ones, including controlling behaviour. R10 R11
6. To understand the idea of personal boundaries and to give/withhold consent in age appropriate situations. R9 R12
7. To explore rights and responsibilities (including online reputation and digital footprints). L1 L13
8. To extend money learning to income, budgeting and making informed choices about spending. L6 L10

Links to SMSC:

1. Moral: understanding responsibility despite strong emotions; Social: empathy for others' reactions under stress.
2. Spiritual: reflecting on hopes, identity and future; Moral: setting goals and taking responsibility for wellbeing.
3. Spiritual - reflection on personal growth; Social - supporting peers through change.
4. Spiritual - self awareness and resilience; Moral - choosing healthy coping strategies.
5. Moral - recognising abuse and unfairness; Social - seeking support and supporting others.
6. Spiritual - valuing self and others; Social - negotiating space and comfort.
7. Moral - considering impact of actions on others; Cultural - engaging with online communities.
8. Moral - fairness and priorities in spending; Social - responsibilities in families/communities.

Links to British Values:

1. Rule of law: linking understanding of reactions to consequences; Mutual respect and tolerance: recognising others' stress responses.
2. Individual liberty: planning positive, self-directed choices; Democracy and participation: sharing plans, contributing to a supportive class culture.
3. Mutual respect - privacy and dignity; Tolerance - different cultural beliefs about puberty.
4. Individual liberty - selecting positive ways to manage pressure; Rule of law - respecting limits (e.g. age restrictions) that support wellbeing.
5. Mutual respect - everyone's right to safety; Rule of law - understanding protection from harm.
6. Individual liberty - right to say yes/no; Mutual respect - listening when others say no.
7. Democracy - understanding rights in society; Rule of law - legal aspects of online behaviour.
8. Individual liberty - managing money choices; Mutual respect - considering others when spending/shared resources.

PSHE Year 6

National curriculum statements:

1. To describe how prefrontal cortex, amygdala, hippocampus work together in emotional situations? H2/H4: understanding emotions and strategies to keep emotionally safe. R3/R4: recognising risky/negative relationship responses and asking for help.
2. To develop a personal "brain care plan" with at least three evidence-informed strategies? H3: reviewing strengths and setting goals. H5: managing change and transition. H6: making informed health choices and knowing support sources.
3. To consolidate learning about puberty and reproduction. H8 H10
4. To prepare for transition to secondary school, including managing change, pressure and new routines. H3 H11
5. To analyse how the media and peers can influence friendships, self image and expectations. R7 R13
6. To know where and how to get help if they or others feel unsafe, including online or in relationships. R6, H5
7. To apply understanding of rights, responsibilities and British values to real life dilemmas and current issues. L1 L14
8. To explore a range of careers and challenge stereotypes about who can do which jobs. L10 L11

Links to SMSC:

1. Moral: understanding responsibility despite strong emotions; Social: empathy for others' reactions under stress.
2. Spiritual: reflecting on hopes, identity and future; Moral: setting goals and taking responsibility for wellbeing.
3. Spiritual – forming personal values; Social – sensitivity to different levels of maturity and belief.
4. Spiritual – reflecting on hopes and worries; Social – building confidence and support networks.
5. Cultural – critical understanding of media messages; Moral – judging influences and pressures.
6. Social – using support systems; Moral – responsibility to protect self and others.
7. Moral – reasoning about complex choices; Cultural – engaging with diverse viewpoints.
8. Cultural – broadening aspirations; Moral – challenging unfair barriers.

Links to British Values:

1. Rule of law: linking understanding of reactions to consequences; Mutual respect and tolerance: recognising others' stress responses.
2. Individual liberty: planning positive, self-directed choices; Democracy and participation: sharing plans, contributing to a supportive class culture.
3. Tolerance – respecting different beliefs; Mutual respect – boundaries and privacy in discussion.
4. Individual liberty – planning positive choices; Democracy – understanding voice and participation in a new setting.
5. Tolerance – respecting different identities; Mutual respect – resisting pressure to mock or exclude.
6. Rule of law – recognising when behaviour is abusive or illegal; Individual liberty – right to safety and support.
7. Democracy – debating and decision making; Rule of law, individual liberty, tolerance and mutual respect all applied in context.
8. Tolerance – challenging discriminatory ideas; Individual liberty – making future choices free from stereotype.