

PSHE Curriculum framework- Whole school overview						Rights and responsibilities Money Health Feelings and friendship Safety and risk Identity
Here are the 6 key themes which are colour coded to give an 'at a glance guide' in order to demonstrate how the spiral curriculum develops over the primary phase- it is recognised that themes will overlap.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	How do we decide how to behave? Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt.	How do we feel? Different kinds of feelings; strategies to manage feelings; change and loss	How do we keep safe? Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate and inappropriate touch; who helps keep us safe; asking for help.		What can we do with money? Where does money come from; spending; saving; keeping money safe	What makes us special? Respecting similarities and differences between people ; special people; that everyone is unique , but that everyone has similarities
Year 2	How can we help? Group and class rules and why there are important; respecting own and others' rights and needs; privacy; looking after the environment.	How can we describe our feelings? Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings	How can we keep safe in different places Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency	What is bullying? Hurtful teasing and bullying is wrong; what to do about bullying; unsafe secrets; inappropriate touch and what to do if it happens	How can we be healthy Things that keep the body and mind healthy (activity, rest, food) hygiene routines; healthy choices	What is the same and different about us? Recognise what they are good at; set simple goals; growing and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups.

<p>Year 3</p>	<p>What are we responsible for?</p> <p>Responsibilities, rights and duties at home; in school and the local environment; how actions affect self and others</p>	<p>What are the rules that keep us safe?</p> <p>Importance of school rules for healthy and safety; hygiene routines, differences between appropriate and inappropriate touch; how to respond; keeping safe in the local environment ; how to get help in an emergency; people who help them to stay safe.</p>	<p>What can we do about bullying?</p> <p>Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe.</p>	<p>How well can we eat?</p> <p>What makes a balanced lifestyle; balanced diet; making choices; what influences choices</p>	<p>How can we describe our feelings?</p> <p>Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change ; recognising a wider range of feelings in others; responding to other people's feelings</p>	<p>What jobs would we like?</p> <p>What is meant by stereotypes, what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets</p>
<p>Year 4</p>	<p>How can we keep safe in our local area?</p> <p>Managing risk in familiar situations and the local environment; feeling negative pressures and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay safe</p>	<p>How can we be a good friend?</p> <p>Recognise a wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise, resolving differences;</p>	<p>What is diversity?</p> <p>Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes</p>	<p>How do we grow and change?</p> <p>Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and well-being; to ask for advice.</p>		

			feedback			
Year 5	<p>How can we be safe online and using social media?</p> <p>Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries.</p>	<p>What does discrimination mean?</p> <p>Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities.</p>	<p>How can money affect us?</p> <p>Finance and it's role in people's lives, what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment</p>	<p>What makes a community?</p> <p>What it means to be in a community ; groups and individuals that support the local community and pressure groups; appreciating the range of identities in the UK ; value and customs of people living around the world.</p>	<p>What choices help health?</p> <p>What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe</p>	<p>How can we manage our money?</p> <p>About the role of money; being a critical consumer; that images in the media do not necessarily reflect reality e.g. advertising</p>
Year 6	<p>How can we manage risk?</p> <p>Increased independence and responsibility; strategies for managing risk; different influences; resististing unhelpful pressure; personal safety;</p>	<p>How can we stay healthy?</p> <p>What positively and negatively affects health; informed choices; balanced lifestyle ; how drugs can affect health and safety; the law and drugs; who is</p>	<p>What are human rights?</p> <p>Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of a child Cultural practices and British law, being part of a community.</p>	<p>What makes us enterprising?</p> <p>Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise project; what enterprise means for work and society,</p>	<p>What makes a healthy and happy relationship?</p> <p>Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage, civil partnership; human reproduction.</p>	

	managing requests for images; how anti-social behaviours affect well-being; how to handle anti-social or aggressive behaviours.	responsible for their health and wellbeing			
--	---	--	--	--	--