



MACAULAY CE SCHOOL
PSHE OVERVIEW

	AUTUMN	SPRING	SUMMER
Year 1	<ul style="list-style-type: none"> • Me and My Relationships: Why we have classroom rules, thinking about feelings recognising and managing feelings, knowing both bodies and feelings can hurt, special people and groups , what makes a good friend, listening skills, attentiveness, conflict resolution, giving and receiving positive feedback • Valuing Difference: Identifying and appreciating differences and similarities, empathy, difference between unkindness, teasing and bullying, keeping safe through school rules, qualities of people special to us, recognising fair, unfair, kind and unkind 	<ul style="list-style-type: none"> • Keeping Myself Safe: Energy from food and water, exercise and sleep is essential, emotions connected to being unsafe and getting help, loss, medicines as helpful, staying safe around medicines, good and bad (including inappropriate) touch, body privacy and saying no. • Right and Responsibilities: Regular hygiene routines, caring for the school environment, looking after our own and others' property, caring for something, where people get money from, looking after money, saving money 	<ul style="list-style-type: none"> • Being My Best: Healthy eating including 5 a day fruit and vegetables, what to eat less of, how diseases spread and how to help prevent this, both failing safely and practising as an important and good part of learning new skills, attentive listening, giving and receiving praise, how others' behaviour affects us. • Growing and Changing: Naming major internal body parts and knowing some of their processes, looking after a baby's needs, including cuddles and eye contact, how toddlers develop, what 5 year olds can do, difference between teasing and bullying, getting help, keeping private body parts private.
Year 2	<ul style="list-style-type: none"> • Me and My Relationships: Our ideal classroom, pledging and sticking to making a positive difference, creating and agreeing classroom rules, describing feelings, recognising how people show feelings and responding to others' feelings, difference between bullying and teasing, strategies for dealing with bullying, difference between bullying and isolated unkind behaviour and 	<ul style="list-style-type: none"> • Keeping Myself Safe: Medicines help us feel better, what else we can do to help us feel well, staying safe around medicines, situations that feel unsafe and how to get help, body language, facial expression, touch we don't like, asking people to stop, getting help, safe and unsafe secrets, telling the right person when we don't feel safe or comfortable. 	<ul style="list-style-type: none"> • Being My Best: Understanding the learning process, positive attitude supports wellbeing, growth mind set, choices we make and others make for us, likes and dislikes, healthy and unhealthy choices, how germs are spread, handwashing, vaccinations, good dental hygiene, exercise, sleep, food and energy, internal organs, how our body get air, water and food into the

	<p>knowing that both are unacceptable, how good friends care, knowing how to get help if we feel upset by someone else's behaviour.</p> <ul style="list-style-type: none"> • Valuing Differences: Physical and no physical differences and similarities, showing respect, identifying people special to us, knowing how our behaviour can affect others, feeling part of a group and feeling left out, the impact of kindness, active listening skills and negotiation. 	<ul style="list-style-type: none"> • Rights and Responsibilities: Strategies for getting on with others, strategies for impulsive behaviour, who can help us keep safe, improving and having responsibility for the school environment, choices with money including saving for later, why we might save money, the difference between essential and non-essential items. 	<p>blood.</p> <ul style="list-style-type: none"> • Growing and Changing: Positive feedback, dealing with loss, stages of life, our bodies are similar but may look different, private parts help make babies when people are grown-ups, privacy, private belongings and private information.
<p>Year 3</p>	<ul style="list-style-type: none"> • Me and My Relationships: Why we have rules and why they change as we get older, considering consequences of breaking rules, understanding feelings around loss, cooperation and collaboration, different skills in groups, how to maintain relationships with special people, rehearsing conflict resolution, dares and how to say no, considering points of view, explaining thinking behind opinions, why friends sometimes fall out, rehearsing making up • Valuing Differences: Knowing that there are many different types of families, benefits of being part of a community, respectful language and how to challenge an opinion respectfully, Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious background and what people need to get along together, repeated name calling as bullying and how to deal with it, exploring and knowing what 	<ul style="list-style-type: none"> • Keeping Myself Safe: Safe and unsafe situations, who can help, danger, risky, dealing with risky situations, risks from alcohol and cigarettes, defining the word 'drug', reducing and managing risks, safety online, browsing safely online, knowing our body tells us if things are not ok, safety on and offline, getting help, decision making skills, understanding that medicines are drugs and knowing how they might help. • Rights and Responsibilities: What a volunteer is, how volunteering helps others and the volunteer, people who are key to helping us be healthy, fact, opinion, differing viewpoints, defining the environment, methods for looking after the environment, income, saving, spending, utilities at home that need paying for, pay reflecting skills, experience, training etc 	<ul style="list-style-type: none"> • Being My Best: The Eatwell Guide, balanced diet, infectious disease and hygiene routines, medical and non-medical ways to treat illness, discussion, debate, empathy, making recommendations, recognising achievement, saying good things, under representation of some people in the media, collaboration, brain function through nerves, recognising our own skills and talents and those of others. • Growing and Changing: Different types of relationships, healthy relationships, personal space, what to do or say if someone breaches our space, safe and unsafe secrets, surprises, babies are made through the joining of an egg and sperm. What happens when an egg doesn't meet a sperm, understanding that for girls, periods are a normal part of puberty and adult life.

	prejudice is.		
Year 4	<ul style="list-style-type: none"> • Me and My Relationships: Different feelings, good and not so good, words to describe intensity of feelings, positive healthy relationships, qualities we admire, saying no to a friend, being assertive, strategies for collaboration, successful teamwork, same situation with different feelings, facial expression, body language, changing feelings, how to respond to bullying, pressure to behave in an unhealthy/unacceptable/risky way. • Valuing Differences: Managing conflict through negotiation and compromise, personal space, nonverbal signals, who to talk to, different relationships with different types of people, what we share with others, differences (including race, gender and religion), respect, identifying stereotypes, media stereotyping, consequences of aggression, how to deal with aggression, respect for differences. 	<ul style="list-style-type: none"> • Keeping Myself Safe: Defining ‘danger’, ‘risk’ and ‘hazard’, strategies for managing risk, safe/unsafe images online, implications of sharing images without consent, dares, managing dares, understanding medicines are drugs, limiting the spread of infectious diseases risks around smoking and drinking, increasing numbers of young people choose not to smoke, not all adults drink alcohol, positive and negative influences, consequences for unacceptable behaviour. • Rights and Responsibilities: What responsibility is, who in the school and community has responsibility, staying healthy and safe, people have rights and with these come responsibilities, reasons for rules, democracy, engaging with decision making, how the media influences, checking facts and forming opinions, bullying and bystanding, income, expenditure, prioritising expenditure, income tax, national insurance, VAT, payslips, deductions, prioritising public services. 	<ul style="list-style-type: none"> • Being My Best: Appreciating our uniqueness, choosing the same or different from friends, healthy lifestyle including water, food, sleep and exercise, ‘7Rs’ of recycling, defining community, considering attributes of those who support the community • Growing and Changing: Managing change, negative feelings, possible emotions around the time of puberty, why sometimes children fall out with their parents, compromise, correct names for genitalia, why puberty happens, menstrual cycle, ways to cope with periods, revisiting safe and unsafe secrets and surprises, marriage as a commitment, why people marry, who may marry and at what age
Year 5	<ul style="list-style-type: none"> • Me and My Relationships: Attitudes and attributes to work collaboratively successfully, negotiation, compromise and resolving problems, how to respond to a range of feelings in others, friendship qualities, unhealthy relationships and how to get help, difference between passive aggressive and assertive behaviour, 	<ul style="list-style-type: none"> • Keeping Myself Safe: Understanding what a habit is, habits being hard to change, weighing up risks in decision making, strategies for face to face and online bullying including supporting others, understanding dares, standing up to someone who dares you, how to manage a risky situation, what information to share 	<ul style="list-style-type: none"> • Being My Best: Harmful effects of smoking/drinking, misconceptions around norms, healthy lifestyle, interrelated body systems, function of an internal organ, own strengths and talents, how to improve, community, recognising star qualities described in the media may not reflect reality, identifying star qualities in everyday

	<p>rehearsing assertiveness, recognising basic emotional needs and how they change, risks to ourselves physically and emotionally, misinterpretation and online behaviour.</p> <ul style="list-style-type: none"> • Valuing Differences: Qualities of friendship, making friendship last, why friendships sometimes end, active listening, appropriate respectful responses, discrimination and injustice, empathy for those who are discriminated against (including racism), challenging discriminatory behaviour, benefits of a diverse society, online accuracy of images and information, understanding own identity, consequence and impact of positive and negative behaviour. 	<p>online/offline, consequence of sharing personal information, protecting personal information, complexities of categorising drugs, all medicines are drugs but not all drugs are medicines, misconceptions around the 'norms' of cigarettes/alcohol.</p> <ul style="list-style-type: none"> • Rights and Responsibilities: Identify and discuss issues about wellbeing in the media, express opinions and make recommendations, fact, opinion, biased reporting, responsibilities, rights, duties, impact on not carrying out our duties/responsibilities, voluntary/community/pressure groups, costs in making and selling a product, consumer questions, credit, debt, interest, personal finance solutions, council and local councillors 	<p>people.</p> <ul style="list-style-type: none"> • Growing and Changing: Language of emotion, resilience, trust, inappropriate touch, seeking help, managing separation, supporting others, correct terminology for sexual organs, debunking urban myths around puberty, products we might start using around puberty, menstruation, relaxed, nervous/sad, how groups might impact positively or negatively, bullying around gender, stopping bullying.
<p>Year 6</p>	<ul style="list-style-type: none"> • Me and My Relationships: Implementing collaborative skills, suggesting and demonstrating positive strategies for negotiating and compromising, challenges that may arise from friendship, positive strategies for challenges, respect, assertiveness, influence, peer pressure, using role-play to resist peer pressure, peer group dynamics, recognising when someone feels under pressure to do something they feel uncomfortable about, commitment, age of marriage, freedom of choice and marriage, some physical touch as negative, understanding inappropriate touch is illegal, safety online. 	<ul style="list-style-type: none"> • Keeping Myself Safe: Respectful behaviour on and off line, how something posted online spreads, risks of sharing images online, what to do if an inappropriate image is sent to you, addiction, meeting basic human needs, categorisation of drugs, laws around drugs in Britain, misconceptions of norms around alcohol, effects and risks of alcohol, emotional needs, conflicting emotions, responsibilities with independence. • Rights and Responsibilities: Fact, opinion, biased, unbiased, legal age for social media, untruths online, normal life is balanced with positive and not so positive experiences, 	<ul style="list-style-type: none"> • Being My Best: Aspirational goals, actions to meet these, five ways to wellbeing, health and wellbeing issues, managing risk, (including emotional risk), assessing and reducing risk. • Growing and Changing: Recognising change, managing change, supporting others experiencing change, knowing that fame can be short lived, manipulation of photos in the media, qualities in people other than their looks, understanding and challenging stereotypes, knowing that 'normal' is a very wide range, safety around peer groups and online images, managing puberty, knowing where to get help when needed, changes

	<ul style="list-style-type: none"> • Valuing Differences: understanding that bullying and discrimination may come from disrespect, strategies as a bystander to deal with bullying, offering support to someone bullied, uniqueness, how much we have in common, respect verbally and non-verbally, prejudice, different groups within a diverse society, mutual respect for different faiths and beliefs. 	<p>different ways to save money, funding public services, voluntary, community & pressure groups, environmental sustainability.</p>	<p>around puberty that enable reproduction, age of consent, ways babies are made.</p>
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