

PSHE Overview and Intent – Crackley Bank Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Me and My School Class rules <ul style="list-style-type: none"> School/classroom rules Why we have rules? To keep us safe. 	Me and My Safety <ul style="list-style-type: none"> Who to go to at school to keep us safe Bonfire night safety Stranger Danger 	Me in the World <ul style="list-style-type: none"> Likes and dislikes Right and wrong 	Me & My Relationships <ul style="list-style-type: none"> Valuing themselves Family – different types Friendship skills 	Me and Other People <ul style="list-style-type: none"> My identity Groups belong to Being a good friend 	Happy and Healthy Me My body <ul style="list-style-type: none"> Parts of the body Emotions –
Year 1	What helps us stay healthy? <ul style="list-style-type: none"> Health and wellbeing Being healthy How to consider hygiene Medicines People who help us with health 	Who is special to us? <ul style="list-style-type: none"> Relationships Ourselves and others People who care for us Groups who we belong to Families 	Who helps keep us safe? <ul style="list-style-type: none"> Health and wellbeing Keeping safe People who help us 	What can we do with money? <ul style="list-style-type: none"> Living in the wider world Making choices What is money? Needs and wants 	What is the same and different about us? <ul style="list-style-type: none"> Relationships, ourselves, and others Similarities and differences Individuality Our bodies 	How can we look after each other and the world? <ul style="list-style-type: none"> Living in the wider world Ourselves and others The world around us Caring for others Growing and changing
Year 2	What makes a good friend? <ul style="list-style-type: none"> Relationships Friendships Feeling lonely Managing arguments 	What is bullying? <ul style="list-style-type: none"> Relationships Behaviour Bullying Words and actions Respect for others 	What helps us to stay safe? <ul style="list-style-type: none"> Health and wellbeing Keeping safe Recognising risk Rules 	What jobs do people do? <ul style="list-style-type: none"> Living in the wider world People and jobs Money The role of the internet 	What helps us grow and stay healthy? <ul style="list-style-type: none"> Health and wellbeing Being healthy Eating and drinking Playing and sleep Dental health 	How do we recognise our feelings? <ul style="list-style-type: none"> Health and wellbeing Feelings and mood Times of change Loss and bereavement Growing up
Year 3	How can we be a good friend? <ul style="list-style-type: none"> Relationships Friendship Making positive friendships managing loneliness Dealing with arguments 	What makes a community? <ul style="list-style-type: none"> Living in the wider community Community Belonging to groups Similarities and differences Respect for others 	What keeps us safe? <ul style="list-style-type: none"> Health and wellbeing Keeping safe at home and school Our bodies: Hygiene Medicines and household products 	What are families like? <ul style="list-style-type: none"> Relationships Families Family life Caring for each other 	Why should we eat well and look after our teeth? <ul style="list-style-type: none"> Health and wellbeing Being healthy Eating well Dental care 	Why should we keep active and sleep well? <ul style="list-style-type: none"> Health and wellbeing Being healthy Keeping active Taking rest
Year 4	What strengths, skills and interests do we have? <ul style="list-style-type: none"> Health and wellbeing Self esteem and self worth Personal qualities Goal setting Managing set backs 	How do we treat each other with respect? <ul style="list-style-type: none"> Relationships Respect for self and others Courteous behaviour Safety Human rights 	How can we manage risk in different places? <ul style="list-style-type: none"> Health and wellbeing Keeping safe Out and about – awareness Recognising and managing risk 	How can we manage our feelings? <ul style="list-style-type: none"> Health and wellbeing Feelings and emotions Expression of feelings Behaviour Loss and grief 	How will we grow and change? <ul style="list-style-type: none"> Health and wellbeing Growing and changing puberty 	How can our choices make a difference to others and the environment? <ul style="list-style-type: none"> Living in the wider world Caring for others The environment People and animals Shared responsibilities Making choices and decisions
Year 5	What makes up a person's identity	How can help in an accident or emergency?	How can friends communicate safely?	What decisions can people make about money?	How can drugs common to everyday life affect health?	What jobs would we like? <ul style="list-style-type: none"> Living in the wider world

Commented [J.1]: still to be completed - speaking to KN

	<ul style="list-style-type: none">• Health and wellbeing• Identity• Personal attributes and qualities• Similarities and differences• Individuality• stereotypes	<ul style="list-style-type: none">• Health and wellbeing• Basic first aid• Accidents• Dealing with emergencies	<ul style="list-style-type: none">• Relationships• Friendships• Relationships• Becoming independent• Online safety	<ul style="list-style-type: none">• Living in the wider world• Money• Making decisions• Spending and saving	<ul style="list-style-type: none">• Health and wellbeing• Drugs• Alcohol• Tobacco• Healthy habits and choices	<ul style="list-style-type: none">• Careers• Aspirations• Role models• The future
Year 6	How can we keep healthy as we grow? Health and wellbeing <ul style="list-style-type: none">• Looking after ourselves• Growing up• Becoming independent• Taking more responsibility	How can the media influence people? Living in the wider world <ul style="list-style-type: none">• Media literacy and digital resilience• Influences and decision making• On-line safety	What will change as we become more independent? How do friendships change as we grow? Relationships <ul style="list-style-type: none">• Different relationships• Changing and growing• Adulthood• Independence• Moving to secondary school			

The school's intent for Personal, Social, Health and Economic (PSHE) education is to give pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. In general, our pupils do not have broad and varied experiences of the world around them and therefore we need to ensure that they are given a wide range of experiences to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. Throughout our PSHE learning we aim to ensure pupils achieve their academic potential, and leave school equipped with skills they will need throughout later life.

The curriculum is structured around an overarching question for each term or half term. These begin in Key Stage 1 as 'What? and 'Who?' questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions. The three core themes are fully covered - colour-coding highlights whether the overall topic focus is Health and Wellbeing, Relationships or Living in the Wider World, although some half term blocks will draw on more than one core theme. Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question.

Across the year groups, we will explore rules and responsibilities, we also focus upon how democracy works, not only within our school life but also in a Governmental capacity. On-line safety is an important feature of our school life and although there is a strong focus upon on line safety in the first half of the Autumn term in the Computing Curriculum, this is revisited each half-term to ensure that it stays in the forefront of children's minds as they access the internet and social media.

Progression through the curriculum aims to enrich understanding of the wider world and we incorporate 'Safer Internet Day' within this learning. The elements of coverage across the differing year groups allows for a deeper understanding of how relationships can develop and/or change over time and the emotional questions attached to this. The curriculum aims to develop pupils' understanding of diversity and community and will include SRE as per guidelines as of the 2020 policy.

When required, PSHE lessons will take precedent over other learning if we are made aware of an immediate safety or community issue to ensure that our children are aware of how to look after themselves and others.