

PSHCE overview

Year Group value	Autumn 1 teamwork	Autumn 2 respect	Spring 1 passion	Spring 2 Self- belief	Summer 1 honesty	Summer 2 determination
<p>Pre-school</p> <p>Pre-school objectives from 'Development matters' document</p>	<p>Learning to be in a new place / setting without a parent.</p> <p>Becoming familiar and increasingly confident with key worker.</p> <p>Familiarising myself with new resources, routines, faces.</p> <p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Establish their sense of self.</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Engage with others through gestures, gaze and talk.</p> <p>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p>	<p>Begin to play alongside other children.</p> <p>Play with increasing confidence with key worker and other adults in the room.</p> <p>Thrive as they develop self-assurance.</p> <p>Look back as they walk away from their key person. Look for clues about how to respond to something interesting.</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p>	<p>Begin to gain some confidence to start being a little independent.</p> <p>Play simple games such as chasing, and tickle games with familiar people.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p> <p>Be increasingly able to talk about and manage their emotions.</p>	<p>Begin to play with other children in games and activities within the setting.</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Develop friendships with other children.</p>	<p>Communicate with increasing confidence with others in a familiar setting.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p>	<p>Talk about what I like and do not like, talk about feelings happy and sad.</p> <p>Develop further independence.</p> <p>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>Learn to use the toilet with help, and then independently.</p>

	Find ways of managing transitions, for example from their parent to their key person.					
<p>FS1</p> <p>FS1 objectives from 'Development matters' document</p>	<p>Becoming familiar and increasingly confident with new key worker.</p> <p>Familiarising myself with new resources, routines, faces.</p> <p>Check in as an emotion on colour monster display.</p> <p>Select and use activities and resources, with help when needed.</p> <p>Talk about their feelings using words like 'happy', 'sad'.</p> <p>Become more outgoing with familiar people, in the safe context of their setting.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Understand gradually how others might be feeling.</p> <p>Start eating independently and learning how to use a knife and fork.</p>	<p>Play simple games with others such as dominoes, pop up pirate, chasing games with confidence.</p> <p>Say why I checked in on the colour monster display as the emotion I have.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, elaborating play ideas.</p> <p>Understand gradually how others might be feeling.</p>	<p>Play games with friends and compromise with adult support.</p> <p>Show more confidence in new social situations.</p> <p>Develop appropriate ways of being assertive.</p> <p>Understand gradually how others might be feeling.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>Play games with friends and compromise with more independence.</p> <p>Share resources with other children with adult support.</p> <p>Become more outgoing with familiar people, in the safe context of their setting.</p> <p>Play with one or more other children, elaborating play ideas.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent as they get dressed and undressed.</p>	<p>Share resources with other children with more independence.</p> <p>Show more confidence in new social situations.</p> <p>Talk with others to solve conflicts.</p> <p>Understand gradually how others might be feeling.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Be increasingly independent as they get dressed and undressed.</p>	<p>Become increasingly independent and confident in solving a problem.</p> <p>Be friendly to new children in 'stay and play' sessions.</p> <p>Show more confidence in new social situations.</p> <p>Find solutions to conflicts and rivalries.</p> <p>Understand gradually how others might be feeling.</p> <p>Talk with others to solve conflicts.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Be increasingly independent as they get dressed and undressed.</p>

	<p>Make healthy choices about food, drink, activity and tooth brushing.</p>					
<p>Lifewise Reception Programme</p> <p>FS2 objectives from 'Development matters' document</p>	<p>Pol Ed Resources understanding the law What are rules?</p> <p>What Planting Our Food x2 Cities, Towns, Land and Sea x2 Gentle Hands and Hearts x2</p> <p>Build constructive and respectful relationships.</p> <p>Understand how to listen and why listening is important.</p> <p>Manage their own needs.</p>	<p>Pol Ed resources understanding the law What are consequences?</p> <p>Taking Good Care of Myself x2 Being Curious x2 Managing Feelings x2</p> <p>Express their feelings and consider the feelings of others.</p>	<p>Pol Ed – understanding the law Who are the police and how do they help us?</p> <p>Sleep x2 The Great Outdoors x2 Trusted Adults x2</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Allow for time to be still and quiet.</p>	<p>Pol Ed resources – understanding the law What can I do if I'm feeling big emotions?</p> <p>Animals x2 Fire Safety x2 Water Safety x2</p> <p>Build constructive and respectful relationships.</p>	<p>Follow My Lead x2 Making Mistakes x2 Road Safety x2</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p>	<p>Sharing x2 Marching to the beat of your drum x2 Technology x2</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p>

Additional	<p>Visions and Values</p> <p>NSPCC Pants rule and terminology – vagina, penis, anus, breasts</p> <p>expect respect</p> <p>lessons on consent – modelling taking of pictures etc.</p> <p>focus on manners linked to respect</p>	<p>Anti- bullying charter, policy and activities</p>	<p>Careers half term</p>	<p>Sun safety</p>	<p>Financial Education- What is money? Why do we need it? Link to role play.</p>	<p>Keeping fit and healthy focus</p>
Over the year	<p>Discuss different families. Children to draw or look at pictures of their families. How are they the same? Different? All families are special https://www.stonewall.org.uk/resources/different-families-same-love-poster Read – And Tango Makes 3 by Justine Richardson We are family’ by Patricia Hegarty and Ryan Wheatcroft</p> <p>Dental hygiene work – Twinkle</p> <p>https://www.pol-ed.co.uk/ - police education lesson plans and resources</p>					

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Lifewise Year 1 Programme	<p>Visions and Values – class charter and setting goals</p> <p>Diversity Role Model – a normal family video and resources</p> <p>Pol Ed – understanding the Law What can happen when rules are broken? Why do we have different rules in different places?</p> <p>Understanding Difficult Feelings x2</p> <p>What is friendship?</p> <p>What makes a family?</p>	<p>Emergency Services x2</p> <p>Being Happy x2</p> <p>First Aid/CPR x2</p> <p>Road Safety x2</p> <p>Kind versus unkind</p> <p>White Ribbon Day</p>	<p>Pol Ed – understanding the Law What do police do?</p> <p>Being Mindful x2</p> <p>Communication x2</p> <p>A Problem Shared is a Problem Halved x2</p> <p>Internet safety Day</p>	<p>Trust x2</p> <p>Safety Symbols x2</p> <p>Hygiene & Me x2</p> <p>Water Safety x2</p> <p>No smoking Day</p>	<p>Pol Ed – understanding the Law How can I be responsible?</p> <p>My growing body - adapted</p> <p>Getting Your Sleep x2</p> <p>Respecting Others x2</p>	<p>Signaling & Sign Language x2</p> <p>Wildlife x2</p> <p>Food Safety & What Not to Eat x2</p> <p>Braving the Weather x2</p> <p>Balance of Good Health (Eatwell Guide) and exercise</p>

<p>Additional Thrive profiles and Wellbeing Monday (am)</p>	<p><u>NSPCC Pants</u> rule and terminology vagina, penis, anus, breasts, lessons on consent – modelling taking of pictures etc.</p> <p>focus on manners linked to respect</p> <p>Goals for the new year and resilience</p>	<p>Anti- bullying charter, policy and activities</p>	<p><u>Careers half term</u></p> <p><u>Financial education</u></p>	<p>No smoking day</p> <p>Sun safety</p> <p>Drug Education</p>		<p>Keeping fit and healthy focus – exercise, balance of good health,</p>
<p>Over the year</p>	<p>Different families work. How are the families the same or different? Showing respect to all families. What to do if someone in their family makes them feel unsafe. https://www.stonewall.org.uk/resources/different-families-same-love-poster https://www.diversityrolemodels.org/education-services/free-downloadable-resources/the-upstander-animation-series</p> <p>Read Mommy, Mama and Me https://www.youtube.com/watch?v=d16pjJBSu4c Discuss marriage including same sex marriage as a way of showing you love someone. Not everyone who loves each other gets married it is a choice</p> <p><u>Focus on emotions – happy, sad, angry and worried.</u> https://www.youtube.com/watch?v=sBFbQ70Ajs- read the feelings book. <u>Can</u> children describe a time they felt an emotion? What do they like to do to make themselves happy</p> <p>https://www.pol-ed.co.uk/ - police education lesson plans and resources</p>					

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Lifewise Year 2 Programme	<p>Visions and Values – class charter and setting goals</p> <p>Diversity Role Model – a normal family video and resources</p> <p>Pol Ed – understanding the Law What are needs and wants?</p> <p>Forest Survival x2</p> <p>Happiness x2</p> <p>It's Okay Not to be Okay x2</p> <p>Respecting all families x2</p>	<p>Pol Ed – understanding the Law Why do age restrictions matter? What is the internet?</p> <p>Feeling sad x2</p> <p>Cyber Safety x2</p> <p>Positive friendships x2</p> <p>Understanding peer pressure</p> <p>White Ribbon Day</p>	<p>Pol Ed – understanding the Law What is a job? What is money?</p> <p>The Art of Failure</p> <p>Fight or Flight x2</p> <p>Relaxation x2</p> <p>Personal Goal Setting x2</p> <p>Screen time safety x 2</p> <p>Internet safety Day</p>	<p>My private body</p> <p>Fire safety x2</p> <p>Medicines & Drugs x2</p> <p>No smoking Day</p>	<p>Desert Island x2</p> <p>Navigation x2</p> <p>Environment x2</p> <p>Dealing with Loss x2</p>	<p>Protecting Our Planet x2</p> <p>Adapting to change x2</p> <p>Importance of exercise</p> <p>Balance of Good Health (Eatwell Guide) and exercise</p>
Additional Thrive profiles and Wellbeing Monday (am)	<p>Visions and Values – class charter and setting goals</p> <p>NSPCC Pants rule and terminology vagina, penis, anus, breasts</p>	<p>Anti- bullying charter, policy and activities</p>	<p>Careers half term</p> <p>Financial education</p>	<p>No smoking day</p> <p>Sun safety</p>		<p>Keeping fit and healthy – exercise, balance of good health</p>

	<p>lessons on consent – modelling taking of pictures etc.</p> <p>focus on manners linked to respect</p>					
<p>Over the year</p>	<p>Different families work. How are the families the same or different? Showing respect to all families. What do they enjoy doing with their family? Why do families fall out? What to do if someone in your family makes you feel unsafe.</p> <p>https://www.stonewall.org.uk/resources/different-families-same-love-poster</p> <p>https://www.diversityrolemodels.org/education-services/free-downloadable-resources/the-upstander-animation-series</p> <p>Look at good and bad secrets https://www.tentenresources.co.uk/topic/lesson-2-good-secrets-and-bad-secrets/</p> <p>My Family, your Family book My Family, Your Family by Lisa Bullard (Read Aloud) - YouTube</p> <p>The family book by Todd Park THE FAMILY BOOK CHILDREN'S BOOK READ ALOUD STORYTIME READ ALOUD BOOKS - YouTube</p> <p>https://www.pol-ed.co.uk/ - police education lesson plans and resources</p>					

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<p>Lifewise Year 3 Programme</p> <p>Thrive profiles and Wellbeing Monday (am)</p>	<p>Visions and Values – class charter and setting goals</p> <p>Pol Ed – understanding the Law What is the law and why do we have it? How can I be responsible Citizen?</p> <p>Relationships with Others x2</p> <p>Helping Others to Get Help x2</p> <p>Growth Mindset x2</p> <p>Different kinds of friendships</p> <p>Who Can We Trust x2</p> <p>Gender</p>	<p><u>Friends Resilience</u> Getting to Know You and Our Emotions</p> <p>Body Clues. What do different emotions feel like?</p> <p>Helpful and Unhelpful thoughts.</p> <p>Coping Step Plans. How to achieve something difficult.</p> <p>Our Support Team.</p> <p>What makes a good friend and who helps us?</p> <p>Big Problem or Little Problem and Problem Solving.</p>	<p>Pol Ed – understanding the Law How do we enforce the Law?</p> <p>When I grow up – Diversity Role Model Video (year 3 and 4)</p> <p>Problem solving & Time Management</p> <p>Separation and divorce</p> <p>The world of work</p> <p>Celebrating women’s roles in history</p>	<p>Vaccinations & Disease</p> <p>Sun Safety</p> <p>Safety with household medicines</p> <p>Personal Hygiene</p> <p>Social media – body confidence</p> <p>Anger fear and mindfulness</p>	<p>To explore worries and how to deal with them.</p> <p>To explore the concept of being brave and it is what you do and not how you feel.</p> <p>To explore the niggling voice in our head and what it is and how to deal with it.</p> <p>To explore helpful and unhelpful thoughts.</p> <p>To build up a bank of strategies to use when worried or anxious</p> <p>To know the difference between good and bad worries and the worries we can control and the ones we can't.</p> <p>To build up their own Worrits Action Plan to deal with worries.</p>	<p>Pol Ed – understanding the Law What are children’s rights?</p> <p>BV - Culture & Liberty x2</p> <p>Exercise</p> <p>My Body, Your Body keeping healthy and the Eatwell Guide</p> <p>Global warming – What can we do to help?</p> <p>Fairtrade</p> <p>Change is good</p>

	<p>Staying Safe Online x2</p>	<p>Anxiety stress and mindfulness</p> <p>Power of words- STOP</p> <p>White Ribbon Day</p> <p>Anti- bullying Week (Autism – Different not less)</p>	<p>Self-image x2</p> <p>Self-worth x2</p> <p>BV - Democracy & Law (Freedom to Choose) x2</p> <p>Internet safety Day</p>			
<p>Additional Thrive profiles- Monday (am)</p> <p><u>Different family work</u></p>	<p>NSPCC Pants rule and terminology</p> <p>lessons on consent – modelling taking of pictures etc.</p> <p>focus on manners linked to respect</p> <p>Homophobic language in school – taught to Y4/5/6 only</p> <p>Links with Old people's home</p>	<p>Anti- bullying charter, policy and activities</p>	<p>Financial education</p>	<p>No smoking day</p> <ul style="list-style-type: none"> - Focus on tobacco and addiction - Sun safety 		<p>Keeping fit and healthy</p> <p>Exercise, food,</p>
<p>Over the year</p>	<p>Revise Different families work. How are the families the same or different? Showing respect to all families. What do they enjoy doing with their family? Why do families fall out?</p> <p>What to do if someone in your family makes you feel unsafe. What are the different strengths of their family? What does a good relationship look like?</p> <p>https://www.stonewall.org.uk/resources/different-families-same-love-poster</p> <p>https://www.diversityrolemodels.org/education-services/free-downloadable-resources/the-upstander-animation-series</p> <p>books to read</p>					

ways to relax, ways to deal with anger, The last Bear series (loneliness, friendship focus)

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Lifewise Year 4/5/6 Programme	<p>Visions and Values – class charter and setting goals</p> <p>Pol Ed – understanding the Law (year 4 lessons) How can I respect my environment?</p> <p>Pol Ed- relationships – (year 4 lessons) How can we be Role models? What is a healthy friendships?</p> <p>Pol Ed- passport lesson – resilience</p> <p>The power of words – clean up your speech</p>	<p>Pol Ed – understanding the Law (year 4 lessons) What are protected characteristics? What is hate crime?</p> <p>Pol Ed- relationships – (year 4 lessons) What is discrimination?</p> <p>Ageism x 2</p> <p>BV - Freedom of Speech and Movement x2 (year 5 lesson)</p> <p>Power of Negotiation x2</p>	<p>Pol Ed – understanding the Law (year 4 lessons) What can I be?</p> <p>Research different jobs including some they have not heard of before</p> <p>When I grow up – Diversity Role Model Video (year 3 and 4- revision)</p> <p>From Learning to Working x2</p> <p>How to Write a CV x2</p> <p>Entrepreneur</p>	<p>Pol Ed- relationships – (year 4 lessons) What is peer influence?</p> <p>Pol Ed- relationships – (year 4 lessons) Who makes up a community?</p> <p>The Government x2</p> <p>Alcohol, smoking and vaping</p> <p>What are a drugs?</p>	<p>Pol Ed- relationships – (year 4 lessons) What is peer influence?</p> <p>What is marriage? (year 5 lesson)</p> <p>My Body, Your Body – keeping safe and consent lesson (year 4)</p> <p>First Aid x2</p> <p>Autism Do Say, Don't say</p> <p>Everything will be alright (year 4 lesson)</p>	<p>Pol Ed- relationships – (year 4 lessons) Who makes up mu community?</p> <p>Revision of Junk food and nutritional values in relation to a healthy diet and The Eatwell Guide</p> <p>Why is exercise important?</p> <p>Organisation of Life</p> <p>Fair Trade</p> <p>Global warming – issues and preventions</p>

	<p>Self- Perception</p> <p>Recognising and Controlling Anger</p>	<p>Feeling Anxious x2</p> <p>White Ribbon Day</p>	<p>ship, enterprise and business x2</p> <p>All about Tick Tock year 4 lesson</p> <p>Internet safety Day</p>	<p>illegal drugs – (year 6 only/ separate session)</p> <p>No smoking Day</p>		<p>Transition sessions will need to be adapted</p>
<p>Additional Thrive profiles – Monday (am)</p> <p><u>Different family work</u></p>	<p><u>NSPCC Pants</u> rule and terminology</p> <p>lessons on consent – modelling taking of pictures etc.</p> <p>focus on manners linked to respect</p>	<p>Kindness focus</p> <p>Anti- bullying charter, policy and activities</p>	<p><u>Careers half term</u></p> <p><u>Financial Education</u></p>	<p>Sun safety</p>	<p>How can we be an upstander against LGBTQ prejudice?</p> <p>Diversity Role Model video</p> <p>(year 5 and 6 only)</p>	<p>Keeping fit and healthy</p> <p>Puberty Talk – Y5 (parents informed)</p> <p>Puberty and conception talk – Y6 including Alright Charlie resource (consent required)</p> <p>Year 4 – period talk for girls</p>
<p>Over the year</p>	<p>Revise Different families work. How are the families the same or different? Showing respect to all families. What do they enjoy doing with their family? Why do families fall out?</p> <p>What to do if someone in your family makes you feel unsafe. What are the different strengths of their family? What does a good relationship look like?</p> <p>https://www.stonewall.org.uk/resources/different-families-same-love-poster</p> <p>https://www.diversityrolemodels.org/education-services/free-downloadable-resources/the-upstander-animation-series</p> <p>books to read – wonder?</p> <p>https://www.pol-ed.co.uk/ - police education lesson plans and resources</p>					