


PSHE whole-school curriculum overview

N.B. The red flag  demarcates PSHE topics and lessons that directly relate to safeguarding pupils



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. 	<p>Physical health and wellbeing</p> <p>Fun times</p>	<p>Physical health and wellbeing</p> <p>What keeps me healthy?</p>	<p>Drug, alcohol and tobacco education </p> <p>Tobacco is a drug</p>	<p>Identity, society and equality</p> <p>Democracy</p>	<p>Physical health and wellbeing</p> <p>In the media</p>	<p>Drug, alcohol and tobacco education </p> <p>Weighing up risk</p>
Autumn 2	<ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. 	<ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: 	<p>Keeping safe and managing risk </p> <p>Feeling safe</p>	<p>Mental health and emotional wellbeing</p> <p>Friendship</p>	<p>Keeping safe and managing risk </p> <p>Bullying – see it, say it, stop it</p>	<p>Drug, alcohol and tobacco education </p> <p>Making choices</p>	<p>Identity, society and equality</p> <p>Stereotypes, discrimination and prejudice</p>	<p>Identity, society and equality</p> <p>Human rights</p>
Spring 1	<ul style="list-style-type: none"> Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 	<ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian 	<p>Identity, society and equality</p> <p>Me and others</p>	<p>Keeping safe and managing risk </p> <p>Indoors and outdoors</p>	<p>Mental health and emotional wellbeing</p> <p>Strengths and challenges</p>	<p>Physical health and wellbeing</p> <p>What is important to me?</p>	<p>Keeping safe and managing risk </p> <p>Making safer choices</p>	<p>Mental health and emotional wellbeing</p> <p>Healthy minds</p>
Spring 2	<ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. 		<p>Drug, alcohol and tobacco education </p> <p>What do we put into and on to bodies?</p>	<p>Drug, alcohol and tobacco education </p> <p>Medicines and me</p>	<p>Identity, society and equality</p> <p>Celebrating difference</p>	<p>Keeping safe and managing risk </p> <p>Playing safe</p>	<p>Mental health and emotional wellbeing</p> <p>Dealing with feelings</p>	<p>Keeping safe and managing risk </p> <p>Keeping safe - out and about</p> <p>FGM (female genital mutilation)</p>
Summer 1	<ul style="list-style-type: none"> Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<p>ELG - Self-Regulation</p> <ul style="list-style-type: none"> 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. 	<p>Mental health and emotional wellbeing</p> <p>Feelings</p>	<p>Relationships, health and sex education </p> <p>Boys and girls, families</p>	<p>Careers, financial capability and economic wellbeing</p> <p>Saving, spending and budgeting</p>	<p>Relationships, health and sex education </p> <p>Growing up and changing</p>	<p>Drug, alcohol and tobacco education </p> <p>Different influences</p>	<p>Relationships, health and sex education </p> <p>Healthy relationships / How a baby is made</p>
Summer 2	<ul style="list-style-type: none"> Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. 	<p>ELG - Managing Self</p> <ul style="list-style-type: none"> 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. <p>ELG - Building Relationships</p> <ul style="list-style-type: none"> 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 	<p>Careers, financial capability and economic wellbeing</p> <p>My money</p>	<p>Relationships, health and sex education </p> <p>Boys and girls, families</p>	<p>Physical health and wellbeing</p> <p>What helps me choose?</p>	<p>Relationships, health and sex education </p> <p>Growing up and changing</p>	<p>Careers, financial capability and economic wellbeing</p> <p>Borrowing and earning money</p>	<p>Relationships, health and sex education </p> <p>Healthy relationships / How a baby is made</p>