PSHE Yearly Overview – Knowledge and skills

Phase/Year of scheme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS 4-5	Being me in My world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me
Year 1 & 2 6-7	Being me in My world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me Yr 1 – Age 5-6 Yr 2 – Age 6-7
Year 3 & 4 8-9	Being me in My world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me Yr 3 – Age 7-8 Yr 4 – Age 8-9
Year 5 & 6 10-11	Being me in My world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me Yr 5 – Age 9-10 Yr 6 – Age 10-11

PSHE Yearly Overview – Knowledge and skills

EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Being me in My world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me
PSHE objectives (Knowledge)	• Know they have a right to learn and play, safely and happily • Know that some people are different from themselves • Know that hands can be used kindly and unkindly • Know special things about themselves • Know how happiness and sadness can be expressed • Know that being kind is good	• Know what being unique means • Know the names of some emotions such as happy, sad, frightened, angry • Know why having friends is important • Know some qualities of a positive friendship • Know that they don't have to be 'the same as' to be a friend • Know what being proud means and that people can be proud of different things • Know that people can be good at different things • Know that families can be different • Know that people have different homes and why they are important to them • Know different ways of making friends	• Know what a challenge is. • Know that it is important to keep trying. • Know what a goal is. • Know how to set goals and work towards them. • Know which words are kind. • Know some jobs that they might like to do when they are older. • Know that they must work hard now in order to be able to achieve the job they want when they are older. • Know when they have achieved a goal.	• Know what the word 'healthy' means. • Know some things that they need to do to keep healthy. • Know the names for some parts of their body. • Know when and how to wash their hands properly. • Know how to say no to strangers. • Know that they need to exercise to keep healthy. • Know how to help themselves got to sleep and that sleep is good for them.	• Know what a family is. • Know that different people in a family have different responsibilities (jobs). • Know some of the characteristics of healthy and safe friendships. • Know that friends sometimes fall out. • Know some ways to mend a friendship. • Know that unkind words can never be taken back and they can hurt. • Know how to use Jigsaw's 'Calm Me' to help when feeling angry. • Know some reasons why others get angry.	• Know the names and functions of some parts of the body. • Know that we grow from baby to adult. • Know who to talk to if they are feeling worried. • Know that sharing how they feel can help solve a worry. • Know that remembering happy times can help us move on.

PSHE Yearly Overview – Knowledge and skills

		• Know different ways to stand up for myself		• Know what to do if they get lost.		
PSHE skills	• Identify feelings associated with belonging • Skills to play co-operatively with others • Be able to consider others' feelings • Identify feelings of happiness and sadness • Be responsible in the setting	• Recognise emotions when they or someone else is upset, frightened or angry • Identify and use skills to make a friend • Identify some ways they can be different and the same as others • Identify and use skills to stand up for themselves • Identify feelings associated with being proud • Identify things they are good at • Be able to vocalise success for themselves and about others successes • Recognise similarities and differences between their family and other families	• Understand that challenges can be difficult. • Resilience • Recognise some of the feelings liked to perseverance. • Recognise how kind words can encourage people. • Talk about a time that they kept on trying and achieved a goal. • Be ambitious. • Feel proud • Celebrate successes	• Can explain what they need to do to stay healthy. • Recognise how exercise makes them feel. • Can give examples of healthy food. • Can explain what to do if a stranger approaches them. • Can explain how they might feel if they don't get enough sleep. • Recognise how different foods can makes them feel.	• Can identify what jobs they do in their family and those carried out by parents/carers and siblings. • Can suggest ways to make a friend or help someone who is lonely. • Can use different ways to mend a friendship. • Can recognise what being angry feels like. • Can use 'Calm Me' when angry or upset.	• Recognise that changing class can elicit happy and/or sad emotions. • Can say how they feel about changing class/growing up. • Can identify how they have changed from a baby. • Can say what might change for them when they get older. • Can identify positive memories from the past year i.e school/home.

PSHE Yearly Overview – Knowledge and skills

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Being me in My world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me
PSHE objectives (Knowledge)	• Understand their own rights and responsibilities within their classroom. • Understand that their choices have consequences. • Understand that their views are important. • Understand the rights and responsibilities of a member of a class.	• Know what bullying means. • Know who to tell if they or someone else is being bullied or is feeling unhappy. • Know that people are unique and that it is OK to be different. • Know skills to make friendships • Know that people have differences and similarities.	• Know how to set simple goals. • Know how to achieve a goal. • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them. • Know when a goal has been achieved. • Know how to work well with a partner. • Know that tackling a challenge can stretch their learning.	• Know the difference between being healthy and unhealthy. • Know some ways to keep healthy. • Know how to make healthy lifestyle choices. • Know that all household products, including medicines, can be harmful if now used properly. • Know that medicines can help them if they feel poorly. • Know how to keep safe when crossing the road. • Know how t keep safe when crossing the road. • Know how to keep themselves clean and healthy. • Know that germs cause disease;/illness. • Know about people who can keep them safe.	• Know that everyone's family is different. • Know that families are founded on belonging, love and care. • Know that physical contact can be used as a greeting. • Know how to make a friend. • Know who to ask for help in the school community. • Know they there are different types of families. • Know the characteristics of healthy and safe friends. • Know about the different people in the school community and how they can help.	• Know the names of male and female private body parts. • Know that there are correct names for private body parts and nicknames, and when to use them. • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these. • Know who to ask for help if they are worried or frightened. • Know that animals, including humans have a life cycle. • Know that changes happen when we grow up. • Know that people grow up at different rates and that is normal.

PSHE Yearly Overview – Knowledge and skills

						• Know that learning brings about change. •
PSHE skills	• Understand that they are safe in their class. • Identifying helpful behaviours to make the class a safe place. • Understand that they have choices. • Understand that they are special. • Identify what it's like to feel proud of an achievement. • Recognise feelings associated with positive and negative consequences.	• Identify what is bullying and what isn't. • Understand how being bullied might feel. • Recognise ways in which they are the same as their friends and way they are different. • Know ways to help a person who is being bullied. • Identify emotions associated with making a new friend. • Verbalise some of the attributes that make them unique and special.	• Recognise things that they do well. • Explain how they learn best. • Recognise their own feelings when faces with a challenge/obstacle. • Recognise how they feel when they overcome a challenge/obstacle. • Celebrate an achievement with a friend. • Can store feelings so that they can be used in the future.	• Keep themselves clean • Recognise how being healthy helps them to feel happy. • Recognise ways to look after themselves if they feel poorly. • Recognise whey they feel frightened and know how to ask for help. • Feel good about themselves when they make healthy choices. • Realise that they are special.	• Can express how it feels to be part of a family and to care for family members. • Can say what being a good friend means. • Can identify forms of physical contact that they prefer. • Can say now when they receive a touch they don't like. • Can show skills of friendship. • Can praise themselves and others. • Can recognise some of their personal qualities. • Can say why they appreciate a special relationship.	• Understand and accept that change is a natural part of getting older. • Can suggest ways to manage change, e.g. moving to a new class. • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body). • Can express why they enjoy learning. •

PSHE Yearly Overview – Knowledge and skills

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Being me in My world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me
PSHE objectives (Knowledge)	• Understand the rights and responsibilities of class members. • Know about rewards and consequences and that these stem from choices. • Know that it is important to listen to other people. • Understand that they own views are valuable. • Know that positive choices impact positively on self-learning and the learning of others. • Identifying hopes and fears for the year ahead.	• Know the difference between a one-off incident and bullying. • Know that sometimes people get bullied because of difference. • Know that friends can be different and still be friends. • Know there are stereotypes about boys and girls. • Know where to get help if being bullied. • Know that it is OK to conform to gender stereotypes. • Know it is good to be yourself. • Know the difference between right and wrong and the role that choice has to play in this.	• Know how to choose a realistic goal and think about how to achieve it. • Know that it is important to persevere. • Know how to recognise what working together well looks like. • Know what good group-working looks like. • Know how to share success with other people.	• Know what their body needs to stay healthy. • Know what relaxed means. • Know why heathy snacks are good for their bodies. • Know which foods give their bodies energy. • Know that it is important to use medicines safely. • Know what makes them feel relaxed/ stressed. • Know how medicines work in their bodies. • Know how to make some healthy snacks.	• Know that there are lots of forms of physical contact within a family. • Know how to stay stop if someone is hurting them. • Know there are good secrets and worry secrets and why it is important to share worry secrets. • Know what trust is. • Know that everyone's family is different. • Know that families function well when there is trust, respect, care, love and co-operation. • Know some reasons why friends have conflicts. • Know that friendships have ups and downs and sometimes change with time. • Know how to use the Mending Friendships or Solve	• • Know the physical differences between male and female bodies. • Know that private body parts are special and that no one has the right to hurt these. • Know who to ask for help if they are worried or frightened. • Know there are different types of touch and that some are acceptable, and some are unacceptable. • Know the correct names for private body parts. • Know that life cycles exist in nature. • Know that aging is a natural process including old age. • Know that some chances are out of an individual's control.

PSHE Yearly Overview – Knowledge and skills

					it together problem-solving methods.	• Know how their bodies have changed from when they were a body and that they will continue to change as they age.
PSHE skills	• Know how to make their class a safe and fair place. • Show good listening skills. • Be able to work co-operatively. • Recognise own feelings and know when and where to get help. • Recognise the feeling of being worried.	• Explain how being bullied can make someone feel. • Know how to stand up for themselves when they need to. • Understand that everyone's differences make them special and unique. • Understand that boys and girls can be similar in lots of ways and that is OK. • Understand that boys and girls can be different in lots of ways and that is OK. • Can choose to be kind to someone who is being bullied. • Recognise that they shouldn't judge people because they are different.	• Recognise how working with others can be helpful. • Be able to work effectively with a partner. • Be able to choose a partner with whom they work well. • Be able to work as part of a group. • Be able to describe their own achievements and the feelings linked to this. • Recognise their own strengths as a learner. • Recognise how ti feels to be part of a group that succeeds and store this feeling.	• Feel positive about caring for their bodies and keeping it healthy. • Have a healthy relationship with food. • Desire to make healthy lifestyle choices. • Identify when a feeling is weak and when a feeling is strong. • Express how it feels to share healthy foods with their friends.	• Can identify the different roles and responsibilities in their family. • Can recognise the value that families can bring. • Can recognise and talk about the types of physical contact that is acceptable or unacceptable. • Can identify the negative feelings associated with keeping a worry secret. • Can identify who they trust in their own relationship. • Can use positive problem-solving techniques (Mending Friendships and Solve it together) to resolve a friendship conflict. • Can identify the feelings associated with trust.	• Can say who they would go to for help if worried or scared. • Can say what types of touch they find comfortable/ uncomfortable. • Be able to confidently ask someone to stop if they are being hurt or frightened. • Can appreciate that changes will happen and that some can be controlled and others not. • Be able to express how they feel about changes. • Show appreciation for people who are older. • Can recognise the independence and responsibilities they have now compared to being a baby or toddler. • Can say what greater

PSHE Yearly Overview – Knowledge and skills

					• Can give and receive compliments. • Can say who they would go to for help if they were worried or scared.	responsibilities they may have in the future. • Can say what they are looking forward to in the next year.

PSHE Yearly Overview – Knowledge and skills

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Being me in My world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me
PSHE objectives (Knowledge)	• Know that the school has s shared set of values. • Know why rules are needed and how these relate to choices and consequences. • Know that actions can affect others' feelings. • Know that others may hold different views. • Understand that they are important. • Know what a personal goal is. • Understanding what a challenge is.	• Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do. • Know that conflict is a normal part of relationships. • Know that some words are used in hurtful ways and that this can have consequences. • Know why families are important. • Know that everybody's family is different. • Know that sometimes family members don't get along and some reasons for this.	• Know that they are responsible for their own learning. • Know what an obstacle is and how they can hinder achievement. • Know how to take steps to overcome obstacles. • Know what dreams and ambitions are important to them. • Know about specific people who have overcome difficult challenges to achieve success. • Know how they can best overcome learning challenges. • Know what their own strengths are as a learner. • Know how to evaluate their own learning progress and identify how it can be better next time.	• Know how exercise affects their bodies. • Know that the amount of calories, fats and sugar that they put into their bodies will affect their health. • Know that there are different types of drugs. • Know that there are things, places and people that can be dangerous. • Know when something feels safe or unsafe. • Know why their hearts and lungs are such important organs. • Know that their bodies are complex and need taking care of.	• Know that different family members carry out different roles or have different responsibilities within the family. • Know some of the skills of friendships, e.g. taking turns, being a good listener. • Know some strategies for keeping themselves safe online. • Know that they and all children have rights (UNCRC). • Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work, etc. • Know how some of the actions and work of people around the work help and influence my life. • Know the lives of children around the world can be	• Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults. • Know some of the outside body changes that happen during puberty. • Know some of the changes on the inside that happen during puberty. • Know that in animals and humans lots of changes happen between conception and growing up. • Know that in nature it is usually the female that carries the baby. • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops. • Know that babies need love and care

PSHE Yearly Overview – Knowledge and skills

					different from their own.	from their parents/carers. • Know some of the changes that happen between being a baby and a child.
PSHE skills	• Make other people feel valued. • Develop compassion and empathy for others. • Be able to work collaboratively. • Recognise self-worth. • Identify personal strengths. • Be able to set a personal goal. • Recognise feelings of happiness, sadness, worry and fear in themselves and others.	• Use the 'Solve it together' technique to calm and resolve conflicts with friends and family. • Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary. • Be able to show appreciation for their families, parents, and carers. • Empathise with people whoa re bullied. • Employ skills to support someone who is bullied. • Be able to recognise, accept and give compliments. • Recognise feelings associated with receiving a compliment.	• Can break down a goal into small steps. • Can manage feelings of frustration linked to facing obstacles. • Imagine how it will feel when they achieve their dream/ambition. • Recognise other people's achievements in overcoming difficulties. • Recognise how other people can help them to achieve their goals. • Can share their successes with others. • Can store feelings of success (in their internal treasure chest) to be used at another time.	• Respect their own bodies and appreciate what they do. • Can take responsibility for keeping themselves and others safe. • Identify how they feel about drugs. • Can express how being anxious or scared feels. • Able to set themselves a fitness challenge. • Recognise what it feels like to make a healthy choice.	• Can identify the responsibilities they have within their family. • Know how to access help if they are concerned about anything on social media or the internet. • Can empathise with people from other countries who may not have a fair job or are less fortunate. • Understand that they are connected to the global community in many different ways. • Can use 'Solve it together' in a conflict scenario and find a win-win outcome. • Can identify similarities in children's rights around the world. • Can identify their own wants and needs and how	• Can express how they feel about puberty. • Can say who they can talk to about puberty if they have any worries. • Can suggest ways to help them manage feelings during changes they are more anxious about. • Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be mum who does the laundry. • Can express how they feel about babies. • Can describe the emotions that a new baby can bring to a family. • Can identify changes they are looking forward to in the next year.

					these may be similar or different from other children in the school and the global community.	

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Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Being me in My world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me
PSHE objectives (Knowledge)	• Know their place in the school community. • Know what democracy is (applied to pupil voice in school). • Know how groups work together to reach a consensus. • Know that having a voice and democracy benefits the school community. • Know how individual attitudes and actions make a difference to a class. • Know about the different roles in the school community. • Know that their own actions affect themselves and others.	• Know that some forms of bullying are harder to identify, e.g. tactical ignoring, cyber-bullying. • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone. • Know that sometimes people make assumptions about a person because of the way they look or act. • Know there are influences that can affect how we judge a person or situation. • Know what to do if they think bullying is or might be taking place. • Know that first impressions can change.	• Know how to make a new plan and set new goals even if they have been disappointed. • Know how to work as part of a successful group. • Know how to share in the success of a group. • Know what their own hopes and dreams are. • Know that hopes and dreams don't always come true. • Know that reflecting on positive and happy experiences can help them to counteract disappointment. • Know how to work out the steps they need to take to achieve a goal.	• Know that there are leaders and followers in groups. • Know the facts about smoking and its effects on health. • Know the facts about alcohol and its effects on health, particularly the liver. • Know ways to resist when people are putting pressure on them. • Know what they think is right and wrong. • Know how different friendship groups are formed and how they fit into them. • Know which friends they value most. • Know that they can take on different roles according to the situation. • Know some of the reason some people start to smoke. • Know some of the reason some people drink alcohol.	• Know some reasons why people feel jealousy. • Know that loss is a normal part of relationships. • Know that negative feelings are a normal part of loss. • Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe. • Know that jealousy can be damaging to relationships. • Know that memories can support us when we lose a special person or animal.	• • Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm. • Know that babies are made by a sperm joining with an ovum. • Know the names of the different internal and external body parts that are needed to make a baby. • Know how the female and male body changes at puberty. • Know that change can bring about a range of different emotions. • Know that personal hygiene is important during puberty and as an adult. • Know that change is a normal part of life and that some

PSHE Yearly Overview – Knowledge and skills

						cannot be controlled and have to be accepted.
PSHE skills	• Identify the feelings associated with being included or excluded. • Be able to take on a role in a group discussion/task and contribute to the overall outcome. • Know how to regulate my emotions. • Can make others feel cared for and welcome. • Recognise the feelings of being motivated or unmotivated. • Can make others feel valued and included. • Understand why the school community benefits from a Learning Charter. • Be able to help friends make positive choices.	• Be comfortable with the way they look. • Try to accept people for who they are. • Be non-judgmental about others who are different. • Identify influences that have made them think or feel positively/ negatively about a situation. • Identify feelings that a bystander might feel in a bullying situation. • Identify reasons why a bystander might join in with bullying. • Revisit the 'Solve it together' technique to practice conflict and bullying scenarios. • Identify their own uniqueness. • Identify when a first impression they had was right or wrong.	• Have a positive attitude. • Can identify the feeling of disappointment. • Be able to cope with disappointment. • Can identify what resilience is. • Can identify a time when they have felt disappointed. • Can take about their hopes and dreams and the feelings associated with these. • Help others to cope with disappointment. • Enjoy being part of a group challenge. • Can share their success with others. • Can store feelings of success (in their internal treasure chest) to be used at another time.	• Can identify the feelings that they have about their friends and different friendship groups. • Recognise negative feelings in peer pressure situations. • Can identify the feelings of anxiety and fear associated with peer pressure. • Can tap into their inner strength and know how to be assertive. • Recognise how different people and groups they interact with impact on them. • Identify which people the most want to be friends with.	• Can identify feelings and emotions that accompany jealousy. • Can suggest positive strategies for managing jealousy. • Can identify people wo are special to them and express why. • Can identify the feelings and emotions that accompany loss. • Can suggest strategies for managing loss. • Can tell you about someone the no longer see. • Can suggest ways to manage relationship changes including how to negotiate.	• Can appreciate their own uniqueness and that of others. • Can express any concerns they have about puberty. • Have strategies for managing emotions relating to change. • Can express how they feel about having children when they are grown up. • Can say who they can talk to about puberty if they are worried. • Can apply the circle of change model to themselves to have strategies for managing change.

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Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Being me in My world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me
PSHE objectives (Knowledge)	• Understand how democracy and having a voice benefits the school community. • Understand how to contribute towards the democratic process. • Understand the rights and responsibilities associated with being a citizen in the wider community and their country. • Know how to face new challenges positively. • Understand how to set personal goals. • Know how an individual's behaviour can affect a group and the consequences of this.	• Know external forms of support in regard to bullying e.g Childline. • Know that bullying can be direct and indirect. • Know what racism is and why it is unacceptable. • Know what culture means. • Know that differences in culture can sometimes be a source of conflict. • Know that rumour-spreading is a form of bullying online and offline. • Know how their life is different from the lives of children in developing world.	• Know about a range of jobs that are carried out by people I know. • Know the types of job they might like to do when they are older. • Know that young people from different cultures may have different dreams and goals. • Know that they will need money to help them to achieve some of their dreams. • Know that different jobs pay more money than others. • Know that communicating with someone from a different culture means that they can learn from them and vice versa. • Know ways that they can support young people in their own culture and abroad.	• Know basic emergency procedures, including the recovery position. • Know the health risks of smoking. • Know how smoking tobacco affects the lungs, live and heart. • Know how to get help in emergency situations. • Know that the media, social media and celebrity culture promotes certain body types. • Know the different roles food can play in people's lives and know that people can develop earing problems/ disorders related to body image pressure. • Know some of the risks linked to misusing alcohol, including antisocial behaviour. • Know what makes a healthy lifestyle.	• Know that there are rights and responsibilities in an online community or social network. • Know that there are rights and responsibilities when playing a game online. • Know that too much screen time isn't healthy. • Know how to stay safe when using technology to communicate with friends. • Know that a personality is made up of many different characteristics, qualities, and attributes. • Know that belonging to an online community can have positive and negative consequences.	• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally. • Know that sexual intercourse can lead to conception. • Know that some people need help to conceive and might use IVF. • Know that becoming a teenager involves various changes and also brings growing responsibility. • Know what perception means and that perceptions can be right or wrong.

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PSHE skills	• Empathy for people whose lives are different from their own. • Consider their own actions and the effect they have on themselves and others. • Be able to work as part of group, listening and contributing effectively. • Be able to identify what they value most about school. • Identify hopes for the school year. • Understand why the school community benefits from a Learning Charter. • Be able to help friends make positive choices. • Know how to regulate my emotions.	• Appreciate the value of happiness regardless of material wealth. • Identify their own culture and different cultures within their class community. • Identify their own attitudes about people from faith and cultural backgrounds. • Develop respect for cultures different from their own. • Identify a range of strategies for managing their own feelings in bullying situations. • Identify some strategies to encourage children who use bullying behaviours to make other choices. • Be able to support children who are being bullied.	• Verbalise what they would like their life to be like when they are grown up. • Appreciate the contributions made by people in different jobs. • Reflect on the differences between their own learning goals and those of someone from a different culture. • Appreciate the differences between themselves and someone from a different culture. • Understand why they are motivated to make a positive contribution to supporting others. • Appreciate the opportunities learning and education can give them.	• Respect and value their own bodies. • Can reflect on their own body image and know how important it is that this is positive. • Recognise strategies for resisting pressure. • Can identify ways to keep themselves calm in an emergency. • Can make informal decisions about whether or not they choose to smoke when they are older. • Can make informed decisions about whether they choose to drink alcohol when they are older. • Accept and respect themselves for who they are. • Be motivated to keep themselves healthy and happy.	• Can suggest strategies for building self-esteem of themselves and others. • Can identify when an online community/ social media group feels risky, uncomfortable, or unsafe. • Can suggest strategies for staying safe online / social media. • Can say how to report unsafe online/social network activity. • Can identify when an online game is safe or unsafe. • Can suggest ways to monitor and reduce screen time. • Can suggest strategies for managing unhelpful pressures online or in social networks.	• Can celebrate what they like about their own and others' self-image and body image. • Can suggest ways to boost self-esteem of self and others. • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them. • Can ask questions about puberty to seek clarification. • Can express how they feel about having a romantic relationship when they are an adult. • Can express how they feel about having children when they are an adult. • Can express how they feel about becoming a teenager. • Can say who they can take to if concerned about puberty or becoming a teenager/ adult.

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Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Being me in My world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me
PSHE objectives (Knowledge)	• Know about children's universal rights (United Nations Convention on the Rights of the Child). • Know about the lives of children in other parts of the world. • Know that personal choices can affect others locally and globally. • Know how to set goals for the year ahead. • Understand what feats and worries are. • Understand that they own choices result in different consequences and rewards. • Understand how democracy and having a voice benefits the school community. • Understand how to contribute towards the democratic process.	• Know that people can hold power over others individually or in a group. • Know that power can play a part in a bullying or conflict situation. • Know that there are different perceptions of 'being normal' and where these might come from. • Know that difference can be a source of celebration as well as conflict. • Know that being different could affect someone's life. • Know why some people choose to bully others. • Know that people with disabilities can lead amazing lives.	• Know their own learning strengths. • Know what their classmates like and admire about them. • Know a variety of problems that the world is facing. • Know some ways in which they could work with others to make the world a better place. • Know what the learning step are they need to take to achieve their goal. • Know how to set realistic and challenging goals.	• Know how to take responsibility for their own health. • Know what it means to be emotionally well. • Know how to make choices that benefit their own health and well-being. • Know about different types of drugs and their uses. • Know how these different types of drugs can affect people's bodies, especially their liver and heart. • Know that stress can be triggered by a range of things. • Know that being stressed can cause drug and alcohol misuse. • Know that some people can be exploited and made to do things that are against the law. • Know why some people join gangs	• Know that it is important to take care of their own mental health. • Know what that they can take care of their own mental health. • Know the stages of grief and that there are different types of loss that can cause people to grieve, • Know that sometimes people can try to gain power or control them. • Know some of the dangers of being 'online'. • Know how to use technology safely and positively to communicate with their friends and family.	• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally. • Know how a baby develops from conception through the nine months of pregnancy and how it is born. • Know how being physically attracted to someone changes the nature of the relationship. • Know the importance of self-esteem and what they can do to develop it. • Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/

PSHE Yearly Overview – Knowledge and skills

				and the risk that this can involve.		moving to their next class.
PSHE skills	• Know own wants and needs. • Be able to compare their life with the lives of those less fortunate. • Demonstrate empathy and understanding towards others. • Can demonstrate attributes of a positive role-model. • Can take positive action to help others. • Be able to contribute towards a group task. • Know what effective group work is. • Know how to regulate my emotions. • Be able to make others feel welcomed and valued.	• Empathise with people who are different and be aware of my own feelings towards them. • Identify feelings associated with being excluded. • Be able to recognise when someone is exerting power negatively in a relationship. • Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens. • Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict. • Identify different feelings of the bully, bullied and bystanders in a bullying scenario. • Appreciate people for who they are. • Show empathy.	• Understand why it is important to stretch the boundaries of their current learning. • Be able to give praise and compliments to other people when they recognise that person's achievements. • Empathise with people who are suffering or living in difficult situations. • Set success criteria so that they know when they have achieved their goal. • Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances.	• Are motived to care for their own physical and emotional health. • Suggest strategies someone could use to avoid being pressured. • Can use different strategies to manage stress and pressure. • Are motivated to find ways to be happy and cope with life's situations without using drugs. • Identify ways that someone who is being exploited could help themselves. • Recognise that people have different attributes towards menta health/illness.	• Recognise that people can get problems with their mental health and that it is nothing to be ashamed of. • Can help themselves and others when worried about a mental health problem. • Recognise when they are feeling grief and have strategies to manage them. • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control. • Can resist pressure to do something online that might hurt themselves or others.	• • Recognise ways they can develop their own self-esteem. • Can express how they feel about the changes that will happen to them during puberty. • Understand that mutual respect is essential in a boyfriend/ girlfriend relationship that they shouldn't feel pressured into doing something that they don't want to. • Recognise how they feel when they reflect on the development and birth of a baby. • Can celebrate what they like about their own and others' self-image and body image. • Use strategies to prepare themselves emotionally for the transition (changes) to secondary school.