

## **Whole School PSHE Overview**

(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

| Year | Autumn 1<br>Me and my<br>Relationships   | Autumn 2<br>Valuing Difference   | Spring 1<br>Keeping Myself Safe   | Spring 2<br>Rights and<br>Responsibilities   | Summer 1<br>Being my Best   | Summer 2 Growing and Changing  |
|------|--|--|---|--|---|--|
| EYFS | What makes me special People close to me Getting help  | Similarities and difference<br>Celebrating difference<br>Showing kindness  | Keeping my body safe Safe secrets and touches People who help to keep us safe                             | Looking after things: friends, environment, money  | Keeping by body healthy –<br>food, exercise, sleep<br>Growth Mindset                                      | Cycles<br>Life stages  |
| 1    | Feelings Getting help Classroom rules Special people Being a good friend                             | Recognising, valuing, and celebrating difference Developing respect and accepting others Bullying and getting help             | How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep | Taking care of things:<br>Myself<br>My money<br>My environment   | Growth Mindset<br>Healthy eating<br>Hygiene and health<br>Cooperation                                     | Getting help Becoming independent My body parts Taking care of self and others                         |
| 2    | Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation    | Being kind and helping<br>others<br>Celebrating difference<br>People who help us<br>Listening Skills                           | Safe and unsafe secrets  Appropriate touch  Medicine safety   | Cooperation Self-regulation Online safety Looking after money – saving and spending                                      | Growth Mindset<br>Looking after my body<br>Hygiene and health<br>Exercise and sleep                       | Life cycles Dealing with loss Being supportive Growing and changing Privacy                            |
| 3    | Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss | Recognising and respecting diversity Being respectful and tolerant My community  | Managing risk Decision-making skills Drugs and their risks Staying safe online                            | Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money            | Keeping myself healthy and well Celebrating and developing my skills Developing empathy                   | Relationships<br>Keeping safe<br>Safe and unsafe secrets   |
| 4    | Healthy relationships<br>Listening to feelings<br>Bullying<br>Assertive skills                       | Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes | Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety    | Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money | Having choices and making decisions about my health Taking care of my environment My skills and interests | Body changes during<br>puberty<br>Managing difficult feelings<br>Relationships including<br>marriage   |
| 5    | Feelings<br>Friendship skills, including<br>compromise<br>Assertive skills                           | Recognising and celebrating difference, including religions and cultural Influence and pressure of social media                | Managing risk, including online safety  | Rights and responsibilities Rights and responsibilities relating to my health Making a difference                        | Growing independence and taking responsibility Keeping myself healthy Media awareness and safety          | Managing difficult feelings<br>Managing change<br>How my feelings help<br>keeping safe<br>Getting help |

|   | Cooperation Recognising emotional   |  | Norms around use of legal drugs (tobacco,  | Decisions about lending, borrowing and spending   | My community  |   |
|---|---|--|--|---|---|---|
|   | needs   |  | alcohol)   | borrowing and openaing  |   |   |
|   |   |  | Decision-making skills   |   |   |   |
| 6 | Assertiveness<br>Cooperation<br>Safe/unsafe touches<br>Positive relationships | Recognising and celebrating difference Recognising and reflecting on prejudice- based bullying Understanding Bystander behaviour Gender stereotyping | Understanding emotional<br>needs<br>Staying safe online<br>Drugs: norms and risks<br>(including the law) | Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy | Aspirations and goal setting Managing risk Looking after my mental health | Coping with changes Keeping safe Body Image Sex education Self-esteem |