

Brinscall St John's CE/Methodist Primary school

PSHE Curriculum overview 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	See table below - EYFS Fraemwork					
Year 1	Who is special to us?	Who helps to keep us safe? (link to online safety)	What is the same or different about us?	What can we do with money? (link to online - shopping)	What helps us to stay healthy? (online safety)	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying? (online safety)	What jobs do people do?	What helps us to stay safe? (online safety)	What helps us grow and stay healthy?	How do we recognise our feelings? (online safety)
Year 3	Why should we eat well and look after our teeth?	What keeps us safe? (online safety)	How can we be a good friend? (online safety)	What are families like?	What makes a community? (online safety)	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect? (online safety)	How can we manage our feelings? (online safety)	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places? (online safety - addictive gaming)
Year 5	What decisions can people make with money? (online safety - gaming and gambling)	What makes up a person's identity?	What jobs would we like?	How can friends communicate safely? (online safety)	How can we help in an accident or emergency? (online safety)	How can drugs common to everyday life affect health?

Relationships Education

Health Education

Living in the wider world Education

Brinscall St John's CE/Methodist Primary school

PSHE Curriculum overview 2024-2025

Year 6	*ONLINE SAFETY TAUGHT ACROSS EACH MODULE How can we keep healthy as we grow? <i>Debt Aware</i>		How can the media influence people? <i>Debt Aware</i>		What will change as we become more independent? How do friendships change as we grow? <i>Debt Aware</i>	

Prime Area Self regulation (PSHE)	Skills Express and understand feelings To communicate choices Following instructions and requests. Understand and follow rules <u>How we will practise these skills.</u> Inside out introduction to characters and feeling pots Lunch time canteen modelled Rules for routines in different environments Scarf resources	Skills Show care and concern for others Engage in challenges <u>How we will practise these skills.</u> Discuss showing care and concern for other through stories. Complete challenges in provision Scarf resources	Skills To communicate in unfamiliar situations. Following instructions in a range of contexts Explain feelings Change and adapt behaviour in a range of situations Show sensitivity to others <u>How we will practise these skills.</u> Discuss character's feelings in stories and relate to own lives. Values certificates Scarf resources	Skills To communicate in unfamiliar situations. Following instructions in a range of contexts Explain feelings Change and adapt behaviour in a range of situations Show sensitivity to others <u>How we will practise these skills.</u> Local village walk - road safety Scarf resources	Skills Show awareness of how actions may impact others. Develop resilience <u>How we will practise these skills.</u> Sharing resources Bouncing back when things go wrong Being kind to living creatures Being kind to animals Identify times they have felt the inside out emotions and articulate them. (Happy mind resources)	Skills Show awareness of how actions may impact others. Develop resilience <u>How we will practise these skills.</u> Transition activities Coping with change What worries me Identify strengths and targets Sharing resources Bouncing back when things go wrong Identify times they have felt the inside out emotions and articulate them. (Happy mind resources)	Children at the expected level of development will: -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.
Prime Area Managing self (PSHE)	Skills Talk about likes and dislikes Understand and follow simple rules Be independent Try new activities Take care of own belongings Personal hygiene Follow rules to keep safe Communicate needs <u>How we will practise these skills.</u> Growth mind set Personal hygiene - toileting, hand washing, use of	Skills Talk about likes and dislikes Understand and follow simple rules Be independent Try new activities Take care of own belongings Personal hygiene Follow rules to keep safe Communicate needs Understand rules linked to road safety. <u>How we will practise these skills.</u> Explore who keeps us safe Through stories Stranger danger	Skills Be considerate to the needs of others Knowledge and vocabulary of food groups Oral hygiene Understand rules linked to road safety. <u>How we will practise these skills.</u> Modelling being considerate Values certificates Choose healthy food options	Skills Be considerate to the needs of others Knowledge and vocabulary of food groups Oral hygiene Understand rules linked to road safety. <u>How we will practise these skills.</u> Look what happens at the dentist Identify fruit and veg.	Skills Respect the viewpoint of others Seek challenge Use language to negotiate, cooperate and organise play Understand rules linked to road safety. To understand the importance of exercise. <u>How we will practise these skills.</u> Recognise the value of forgiveness. Saying sorry Sharing resources Road Safety	Skills Respect the viewpoint of others Seek challenge Use language to negotiate, cooperate and organise play Understand rules linked to road safety. <u>How we will practise these skills.</u> Recognise the value of forgiveness. Saying sorry Sharing resources	Children at the expected level of development will: -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.

Relationships Education

Health Education

Living in the wider world Education

Brinscall St. John's CE/Methodist Primary school

PSHE Curriculum overview 2024-2025

	tissues and regular access to water bottles. Healthy diet Making fruit salad Personal trays, coat pegs. Looking after the classroom and resources. Getting changed for PE	Keeping safe during bonfire night Increasing self-confidence to speak to others and wants and interests. Prepare for walk with buddies	Know what it means to be healthy How to brush teeth	meat and alternatives, dairy. Where they come from. Vocabulary of food groups Understanding different diets and allergies.	Effects of exercise on our bodies	Road Safety Effects of exercise on our bodies Sport's day	going to the toilet and understanding the importance of healthy food choices.
Prime Area Building relationships (PSHE)	<p><u>Skills</u> Engage in positive interactions with others. Work together. Understand the rules of social interaction. Communicate positively with others.</p> <p><u>How we will practise these skills.</u> Familiarise themselves with adults in school. Y6 buddies Making new friends Playing team games Knowing who can help them. Quiet spaces in classroom</p>	<p><u>Skills</u> Engage in positive interactions with others. Work together. Understand the rules of social interaction. Communicate positively with others.</p> <p><u>How we will practise these skills.</u> Familiarise themselves with adults in school. Discuss who they can talk to and what about. Y6 buddies Making new friends Playing team games Knowing who can help them. Quiet spaces in classroom</p>	<p><u>Skills</u> Communicate with our friends. Respond appropriately and explain reasons.</p> <p><u>How we will practise these skills.</u> Discuss who they can talk to and what about. Playing games Taking turns Sharing resources Talk about what they've been doing Collaborative tasks.</p>	<p><u>Skills</u> Communicate with our friends. Respond appropriately and explain reasons.</p> <p><u>How we will practise these skills.</u> Discuss who they can talk to and what about. Playing games Taking turns Sharing resources Talk about what they've been doing Collaborative tasks.</p>	<p><u>Skills</u> Use language to negotiate Show sensitivity to others Resolve conflict</p> <p><u>How we will practise these skills.</u> Reflection of emotions this year-who have they spoken to about them this year? Playing games Taking turns Sharing resources Talk about what they've been doing To recognise the value of forgiveness. Saying sorry</p>	<p><u>Skills</u> Use language to negotiate Show sensitivity to others</p> <p><u>How we will practise these skills.</u> Reflection of emotions this year-who have they spoken to about them this year? Playing games Taking turns Sharing resources Talk about what they've been doing To recognise the value of forgiveness. Saying sorry</p>	<p>Children at the expected level of development will: -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>

Relationships Education

Health Education

Living in the wider world Education