



## PSHE Curriculum Overview

Year 1	Topic	Vocab	I can statements	POS PSHE Association	Activities
Autumn 1 <sup>st</sup>	<p>New Beginnings</p> <p><i>NSPCC Class Assembly</i></p> <p><i>Oct – Walk to school Month</i></p> <p><i>Values Education</i></p>	<p>Belonging</p> <p>Similar</p> <p>Different</p> <p>Community</p> <p>Friends</p> <p>Strengths</p> <p>Calm</p> <p>Scared</p> <p>Upset</p> <p>Solve</p> <p>Problem</p> <p>Classroom</p> <p>School</p> <p>Safe</p> <p>Fair</p> <p>Unsafe</p> <p>Unfair</p>	<ul style="list-style-type: none"> <li>I feel good about the ways we are <b>similar</b> and the ways I am <b>different</b></li> <li>I know that I belong to a <b>community</b></li> <li>I feel good about the ways we are similar in the group and the ways I am different</li> <li>I can tell you how I am the same as and different from my friends.</li> <li>I am beginning to know how to share my opinion</li> <li>I feel good about my <b>strengths</b></li> <li>I know some more ways to <b>calm</b> myself down when I feel scared or upset</li> <li>I can sometimes tell if other people are <b>feeling</b> sad or scared and I know how to make other people feel better</li> <li>I know some ways to <b>solve a problem</b></li> <li>I know what I have to do myself to make the classroom and school a <b>safe and fair</b> place for everyone, and that it is not ok for other people to make it unsafe and unfair</li> <li>I can help to make the class a safe and fair place</li> <li>I can help to make my class a good place to learn</li> </ul>	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment (classroom environment)</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their Community</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R13. to recognise that some things are private and the importance of respecting privacy: that parts of their body covered by underwear are private</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R15. how to respond safely to adults they don't know **</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also, when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do, and which may make them unsafe **</p> <p>R20. what to do if they feel unsafe or worried for themselves or others, who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>H14. how to recognise what others might be feeling</p> <p>H21. to recognise what makes them special</p>	<p>4 Minutes Mindfulness at the beginning of every lesson.</p> <p>Ongoing Themes of making good choices and having a friend to play with in the playground. (SEE PPP SLIDES FOR DETAILS)</p> <p><i>Getting to know you, belonging to new class, likes and dislikes, setting and following class and playground rules, discussing feelings, looking after ourselves, keeping healthy</i></p> <p>Magic world – ask children to imagine they have arrived in a new magic world – in front of them is a school with a sign saying come in if you would like to learn – discuss what the school/classroom would be like and use this to think of class and playground rules.</p> <p>Discuss our new class – what is different, what is the same? What do we like most about our new class? How do we know we belong to this class (trays, pictures, work, friends).</p> <p>Discuss the different ways we sometimes feel/use pictures and ask how the person is feeling. Ask children if they have ever felt like that and when/why? What could you do to feel better? Who could help you to feel better? As a group write a list of people and things who can help us when we are feeling an uncomfortable feeling.</p> <p>Imagine a new child is starting your class, discuss how they might be feeling, scribe children's ideas and then try to sort these into comfortable/good feelings and uncomfortable/bad feelings – reinforce it is ok to have good and bad feelings as long as we act in a way which keeps to the rules. Use four hoops labelled happy sad scared excited, then reading the statements on page 10 ask the children to decide which feeling the new child might be feeling. Extend by asking children to think of their own examples when the new child might feel happy/sad/scared or excited.</p> <p>Discuss what fair and unfair mean, can children think of examples when something may seem unfair? Give children simple situations where it is not fair and ask children what could be done to make it fair i.e. I want all of the coloured pencils and you can only have the grey ones / I can throw the dice 2 times in our game, and you can only throw it once. Introduce the idea that sometimes things can seem unfair if we are feeling sad/cross, but they are fair to all other people involved.</p>

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				H22. to recognise the ways in which we are all unique	
Autumn 2nd	<p>Getting on and Falling Out</p> <p><i>Friendship week (Anti bullying week) <u>Separate planning</u></i></p> <p><i>Road Safety week</i></p> <p><i>Values Education</i></p>	<p>Friend Qualities</p> <p>Listening</p> <p>Angry</p> <p>Calm down</p> <p>Affects</p> <p>Make up</p> <p>Peaceful problem solving</p> <p>Different</p> <p>Proud</p> <p>Techniques</p> <p>Good listening</p>	<ul style="list-style-type: none"> <li>I can tell you what being a <b>good friend</b> means to me</li> <li>I can work well in a group</li> <li>I can listen well to other people when they are talking</li> <li>I know when I am starting to feel <b>angry</b></li> <li>I know what happens on the inside and the outside of my body when I start to get angry</li> <li>I know some ways to <b>calm down</b> when I am starting to feel angry</li> <li>I know that when you feel sad it affects the way you behave and how you think</li> <li>I know how to <b>make up</b> with a friend when we have fallen out</li> <li>I can <b>use peaceful problem solving</b> to sort out problems so both people feel ok</li> <li>I can listen well to other people when they are talking</li> <li>I can tell you some ways in which I am the same as and different from my friends</li> <li>I am <b>proud</b> of the ways in which I am different</li> </ul>	<p>R6. about how people make friends and what makes a good friendship (Ongoing theme)</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>H14. how to recognise what others might be feeling</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p>	<p><b>(Separate planning for (Friendship / Anti-bullying week)</b></p> <p><b>4 Minutes Mindfulness at the beginning of every lesson.</b></p> <p><b>Ongoing Themes of making good choices and having a friend to play with in the playground. (SEE PPP SLIDES FOR DETAILS)</b></p> <p>What is angry? How does it feel when we get angry? What might make you feel angry? Discuss in pairs and share ideas with group. Explain how being angry can make us want to do silly things and that we need to calm down. Practise techniques – deep breaths, stopping and counting, tensing and relaxing muscles.</p> <p>What is a bully? Discuss what a bully is, and what you should do if you or someone is being bullied.</p> <p>Class friendship promises Write a friendship word on a brick and decorate</p> <p>Say no to bullying poster as independent activities?</p> <p>If we fall out with a friend, what should we do to make up? Discuss saying sorry, asking to be friends again. Explain that if we have a problem with a friend we need to try and solve it. <b>Peaceful problem solving ready steady go.</b> To solve a problem both people need to feel ok. Read Dino and Dot scenarios – how can they both feel ok?</p> <p>Discuss why it is important to listen to other people, when do we need to listen to other people?</p> <p>Ask a TA to come and give you some 'important news' while they talk demonstrate poor listening skills – not looking, fidgeting, not responding, talk about something totally different when they have finished etc.</p> <p>Ask the children if this was good listening? Why not? What should have happened? Ask the speaker how it felt to not be listened to. If time practise '<b>good listening</b>' in pairs with ch describing what they did the evening before, taking turns to be speaker and listener.</p> <p>Remind ch about good listening skills practised last week. Ask ch to work with a partner and discuss things that are the same about them and things that are <b>different</b>. Give some prompts such as appearance, likes, dislikes, hobbies etc.</p> <p>Come back to group and each pair share something that is the same and something that is different. Does it matter that we are different to each other? Explain being different makes us special and it would be boring if we were all the same.</p>
Spring 1st	<p>Going for goals!</p> <p>Knowing myself-</p> <p>Setting a realistic goal-</p> <p>Planning to reach a goal-</p> <p>Persistence</p> <p><i>Values Education</i></p>	<p>Resolution</p> <p>Goal</p> <p>Personal goal</p> <p>Realistic goal</p> <p>Small steps</p> <p>Different ways of learning</p> <p>Strengths</p> <p>Resist</p> <p>Distractions</p> <p>Problem Solving</p> <p>Solutions</p> <p>Predict</p> <p>Consequences</p> <p>Successes</p>	<ul style="list-style-type: none"> <li>I know what a resolution is</li> <li>I know what a goal is</li> <li>I can set a personal goal</li> <li>I can choose a realistic goal</li> <li>I can break a goal down into small steps</li> <li>I know we learn in different ways</li> <li>I can tell you some of my strengths as a learner</li> <li>I can resist distractions</li> <li>Problem Solving</li> <li>I can think of lots of different ideas or solutions</li> <li>I can predict or understand the consequences on my solutions or ideas.</li> <li>I can learn from my successes.</li> </ul>	<p>H24. how to manage when finding things difficult</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>L6. to recognise the ways, they are the same as, and different to, other people</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>L14. that everyone has different strengths</p>	<p><b>4 Minutes Mindfulness at the beginning of every lesson</b></p> <p><a href="https://www.youtube.com/watch?v=iHwCw_ofuME">https://www.youtube.com/watch?v=iHwCw_ofuME</a></p> <p><b>Ongoing Themes of making good choices and having a friend to play with in the playground. (SEE PPP SLIDES FOR DETAILS)</b></p> <p>Discuss the new year as a chance for a new start and discuss how many people set a resolution. Do children know what a <b>resolution</b> is? Share examples of resolutions, decide as a class what resolution or goal they could try to keep – e.g. lining up quietly for handwashing. Introduce theme 'Going for goals. Explain that they will be thinking a lot about <b>goals</b>, trying hard and thinking about how to get better at their class goal.</p> <p>Set personal targets/goal. Review how a target/goal is something we want to try hard to get better at. Explain that it doesn't happen very quickly, and it is something we will need to practise. Remind the children that they set themselves goals when they were in Reception. Give some examples of what a good goal might be. Ask children to think and discuss with a partner something they want to get better at. Then set a goal and decide what they will need to do. Share some ideas with the class. Record goals on individual slips of paper with name and return to teacher.</p> <p>Read Pammy's story. After reading each section ask the children what Pammy has learned - scribe their ideas. Once the story is finished, look back at what Pammy has learned and ask how she learned each thing – which part of her body or which sense helped her to learn?</p> <p>Ask the children to think of some things they have learned – it could be recently or a while ago – how did they learn it? Explain that we can learn by looking and</p>

					<p>watching, by listening, or by doing and sometimes we use a mixture of these to learn.</p> <p>Think back to <b>Pammy's story</b>. Review how we can learn in different ways. Ask children how they can be good learners? Encourage ideas of good listening, persevering, independence, trying hard, asking others for help, having a go. Decide on 3 key learning rules as a class and display these in the room to be referred to in other subjects.</p> <p>Show the letter from the aliens. The aliens want to know what a good learner looks like. Children make a poster with their seating partner explaining what a good learner looks like.</p> <p>Problem solving</p> <p>Describe a problem to the children e.g. your friend takes your rubber without asking, you want it back / you want to work but your friend keeps talking to you / you cannot remember how to spell the words you need for your story. Ask the children to think about what the 'goal' would be e.g., how can I get my rubber back without falling out with my friend. In seating pairs, the children discuss what the character could do next. Remind the children that when <b>we problem solve, we need to think about what might happen later</b>.</p> <p>Ask the children to think about the goal they set in lesson 3. Has anybody met their goal yet? Has anybody nearly met their goal? What did you have to do to meet your goal? What will you need to do next?</p>
Spring 2nd	<p>Good to be me</p> <p><i>Values Education</i></p>	<p>Gifts Talents Describe Feelings Proud Worried Anxious Strategies to stop worrying</p>	<ul style="list-style-type: none"> <li>I can tell you about my "gifts and talents".</li> <li>I can name and describe my feelings.</li> <li>I can tell you something that makes me feel proud.</li> <li>I can tell when I am feeling proud.</li> <li>I can help another person feel proud.</li> <li>I can tell when I am feeling worried or anxious.</li> <li>I can explain some things that help me stop worrying.</li> </ul>	<p>H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings, a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings, and how to ask for it H21. to recognise what makes them special H22. to recognise the ways in which we are all unique R9. how to ask for help if a friendship is making them feel unhappy R8. simple strategies to resolve arguments between friends positively</p>	<p>4 Minutes Mindfulness at the beginning of every lesson <a href="https://www.youtube.com/watch?v=ihwcv_ofuME">https://www.youtube.com/watch?v=ihwcv_ofuME</a> Ongoing Themes of making good choices and having a friend to play with in the playground. (SEE PPP SLIDES FOR DETAILS)</p> <p>Discuss with children how we are <b>all good at different things</b> and that's what makes everyone special. In pairs children to share with each other different things they are good at. Possible independent activity, draw a picture of themselves and write words around to say what they are good at.</p> <p><b>Naming and describing the feelings</b> you are experiencing will allow you to understand and deal with those feelings. Different feelings will <b>make our bodies feel different</b>. We don't all have the same feelings about the same events. It is helpful and <b>important to discuss your feelings with your adults</b>. Activity: Draw a picture of yourself. Label your picture with all the feelings you are experiencing? Discuss your picture with Mum, Dad, or your special adult.</p> <p>What does <b>proud</b> mean? How does proud feel? Show 'proud' emotions picture – ask children to think about why he might be feeling proud? Share a time you have felt proud - what has made them feel proud?</p> <p>Recap on what 'proud' is and things that can make us feel <b>proud</b>. discuss if we can only feel proud for ourselves? Who else might we feel proud for and why? - trying hard, doing something well, doing something new etc. - How can we help someone else feel proud?</p> <p>What is a <b>worry</b>? Discuss with a partner and share ideas. Share the book - 'the huge bag of worries.' What did the little girl do with her worries at first? What did she do to help get rid of her worries?</p> <p>What kind of things might make us feel worried/ <b>anxious</b>? Share worries with a partner or in small groups. Discuss as a class who can help us if we are worried and <b>what we can do if we are worried</b>. Possible activity – write worries on monster template.</p>
Summer 1st	<p>Relationships Walk to school Week</p> <p><i>Values Education</i></p>	<p>Important Jealous Proud Behalf Feel better</p>	<ul style="list-style-type: none"> <li>I know the <b>people who are important to me</b>.</li> <li>I can tell you something that has made me feel <b>jealous</b>.</li> <li>I can tell when I am proud or jealous.</li> </ul>	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R25. how to talk about and share their opinions on things that matter to them R21. about what is kind and unkind behaviour, and how this can affect others</p>	<p>4 Minutes Mindfulness at the beginning of every lesson <a href="https://www.youtube.com/watch?v=ihwcv_ofuME">https://www.youtube.com/watch?v=ihwcv_ofuME</a> Ongoing Themes of making good choices and having a friend to play with in the playground. (SEE PPP SLIDES FOR DETAILS).</p> <p>Ask all children to think of some people who are important to them, and why they are important. Explain that everyone is going to get a turn to say the name of their important person, who they are and why they are important to them (name</p>

			<ul style="list-style-type: none"> <li>I can feel <b>proud on behalf of my friends</b> when they have done something well.</li> <li>I understand that hurting someone doesn't make me feel better.</li> <li>I can think of ways to make me feel better when I hurt without hurting others.</li> </ul>	<p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>H14. how to recognise what others might be feeling</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p>	<p>is my ?sister/friend/club leader etc.? and she is important to me because...) go round in a circle letting all who want to have a turn to speak. Ask children to now think about another child who is important to them – think really carefully trying to think about as many details about the other person as they can, <b>describe their important person</b> to a partner or share some examples with the class.</p> <p>Possible learning log task / early morning activity – children to draw an important person / people including as many details as possible and write about why they are important to them.</p> <p><b>Thinking about feeling jealous</b></p> <p>Show pictures, how are the people feeling? Introduce the word 'jealous' – what is it? Share when <b>I am feeling jealous book</b> (5 copies in school) to help children visualize and describe the feeling.</p> <p>Has anyone ever felt jealous? Share experiences when children may have felt jealous. Read '<b>Amy's bad day</b>' from SEAL booklet – how is Amy feeling? Why is she feeling like that? Is it Madge's fault Amy is feeling bad? What might make Amy feel better? –(playing with her sister, Madge letting Amy share and have a go on her computer etc).</p> <p><b>Thinking about feeling proud of self and of others</b></p> <p>Introduce word proud – what is it? Show proud picture on whiteboard – how is the boy feeling? Have you ever felt like this? What made you feel like this? How would your face look if you had this feeling? How would it feel in your body if you had this feeling?</p> <p>Explain how we feel proud if we have done something that was hard work or a challenge, and we feel good when we manage to do something. Can we only be proud of ourselves? Discuss how we can be proud of other people. Read the second Amy and Madge short story – discuss with children how and why Amy was feeling. Share experiences when children may have felt proud of other people– is it nicer to feel proud of somebody for doing something well, or feel jealous that they may be better than us or have something we don't?</p> <p>Read the story 'Jealous' and ask the children questions at different points in the story (<b>page 11 relationships booklet</b>)</p> <p>Talk with class about how sometimes the way we are feeling on the inside can change the way we behave with the people around us, and that this can sometimes hurt other people</p> <p>Remind children how we talked about our feelings affecting the way we act to others– read story on <b>page 8</b>. What could/should the characters do instead? What should the characters do to stop things getting worse? If we are feeling sad, angry, jealous etc it can make us do things that hurt others. If we are having uncomfortable/negative feelings, what can we do to feel better? Discuss people who can help us, and what we can do to help ourselves – stopping and thinking, <b>calming down techniques, explaining how you are feeling.</b></p>
Summer 2nd	<p>Changes Developing a healthier safer lifestyle Moving to Year 2</p> <p>Changes</p> <p>Money</p> <p><i>Values Education</i></p> <p><i>Staff survey?</i> <i>Parent survey?</i> <i>Pupil Voice Survey</i></p>	<p>Changing Future Natural Developing Healthier Safer Lifestyle Household products</p>	<ul style="list-style-type: none"> <li>I can tell you some things about me that have changed and some things that will not change.</li> <li>I can tell you how I might change in the future.</li> <li>I know some changes are natural and happen "by themselves."</li> <li>I can tell you about the changes I can make happen.</li> <li>I can make some changes quickly and easily.</li> <li>I know that making some changes is hard and takes a long time.</li> <li>I know that all household products, including medicines, can be harmful if not used properly</li> <li>I can think of ground rules to keep safe, including basic road safety</li> <li>I know people who can help me to stay safe</li> </ul>	<p>H26. about growing and changing from young to old and how people's needs (Also SCIENCE) change</p> <p>H27. about preparing to move to a new class/year group</p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p>	<p><b>4 Minutes Mindfulness at the beginning of every lesson</b> <a href="https://www.youtube.com/watch?v=ihwcv_ofuME">https://www.youtube.com/watch?v=ihwcv_ofuME</a> <b>Ongoing Themes of making good choices and having a friend to play with in the playground. (SEE PPP SLIDES FOR DETAILS).</b></p> <p><b>Introduce changes</b> – Discuss how we have changed since we were babies? How will you change when you are 10, 15 or 20? (Link with Science in Year 1??)</p> <p>Look at examples on board. Decide if they will change or if they will not change and sort into 2 columns.</p> <p>What changes happen by themselves? What changes can you make happen?</p> <p>Ask children for ideas about changes that 'just happen' and then to think about changes we can make happen (write 2 lists).</p> <p>How do changes happen? What kind of changes happen quickly? What kind of changes take a long time? Discuss how sometimes it can be very hard to make a change happen and some changes can take a long time and need a lot of hard work – link back to individual targets. Also discuss healthier lifestyle.</p> <p><b>Safety around the house</b></p>



## PSHE Curriculum Overview

	<p>RHE Education Hygiene Growing and Changes Families</p>	<p>Clean Good Hygiene Flannel Sponge Towel Toothpaste Toothbrush Bath Wash Boy Girl Female Male Family Mum Dad Brother Sister Grandma Granddad Stepmum Stepdad</p>	<ul style="list-style-type: none"> <li>I Know what improves and harms my local natural and built environments</li> <li>I know some of the ways to look after my environment ( preparing to play an active role as citizens)</li> <li>I can describe how I can look after myself.</li> <li>I can describe how to keep myself clean.</li> <li>I can understand the human developmental stages.</li> <li>I can know the difference between male and female babies.</li> <li>I can recognise different types of families.</li> <li>I can recognise which people I can ask for help.</li> <li>I can describe how my family cares for me.</li> </ul>	<p><b>RHE Statutory Objectives - Refer to Separate Planning</b></p> <p>To understand some basic hygiene principles. To introduce the concept of growing and changing. To explore different types of families and who to ask for help.</p>	<p>What could be dangerous in different rooms of the house? Look at the smart board page, children to say what things they can see that might be dangerous.</p> <p><b>Minding the Environment</b> Discuss the kinds of thing that can spoil our environment – litter, too many cars, pollution etc. Discuss what would happen if everyone left their rubbish on the floor? How can we look after our environment? Make posters in groups telling people how to look after the environment.</p> <p><b>Discuss moving to year 2,</b> What might it be like? What will be different, what will be the same? What are children looking forward to? Do the children have any worries? As a class write a letter to a year R class telling them what they have enjoyed most in year 1.</p>
<p><b>Online safety</b> L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R14. that sometimes people may behave differently online, including by pretending to be someone they are not L7. about how the internet and digital devices can be used safely to find things out and to communicate with others H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them L8. about the role of the internet in everyday life L9. that not all information seen online is true</p> <p><b>Values Education</b> <b>SCIENCE</b> H1. About what keeping healthy means, different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday + PE</p>			<p><b>Needs to be addressed – Keeping Safe in different environments</b> H4. about why sleep is important and different ways to rest and relax H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health?? H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g., not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g., beach shopping centre, park, swimming pool, on the street) and how to cross the road safely, H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say H37. about things that people can put into their body or on their skin; how these can affect how people feel H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>To take part in simple debate about topical issues (PHSE 2.b)**</p>		



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Programme Of Study Core Themes - PSHE Association    H - Health and Wellbeing    R – Relationships    L – Living in the Wider World