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| **ALL SAINTS UPTON PSHE CURRICULUM FRAMEWORK-WHOLE SCHOOL OVERVIEW – USING PSHE ASSOCIATION GUIDANCE** |
| **CORE THEME** | **RELATIONSHIPS****First day of each half term plus at least two more sessions per half term** | **HEALTH AND WELLBEING****First day of each half term plus at least two more sessions per half term** | **LIVING IN THE WIDER WORLD****First day of each half term plus at least two more sessions per half term** |
| **TOPICS** | **Feelings and emotions** | **Heathy Relationships** | **Valuing Difference** | **Healthy Lifestyles** | **Growing and Changing** | **Keeping Safe** | **Rights and Responsibilities** | **Environment**  | **Money** |
| **YEAR 1** | Recognising feelings in self and others; sharing feelings | Secrets and keeping safe; special people in their lives. | Respecting similarities and differences in others; sharing views and ideas. | What helps keep bodies healthy? Hygiene routines | Recognising what they are good at; setting goals. Change and loss and how it feels. | Keeping safe around household products; how to ask for help if worried about something. | Group and class rules; everybody is unique in some ways and the same in others. | Looking after the local environment  | Where money comes from; how to use money- saving and spending money. |
| **YEAR 2** | Behaviour; bodies and feelings can be hurt | Listening to others and playing co-operatively; appropriate and inappropriate touch; teasing and bullying. | Respecting similarities and differences in others; sharing views and ideas. | Healthy choices; different feelings, managing feelings. | Recognising what they are good at; setting goals. Growing, changing and being more independent. External body parts and the difference between boys and girls. | Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts. | Respecting their own and others’ needs; groups and communities we belong to; people who work in the community; getting help in an emergency. | Looking after the local environment | Where money comes from; saving and spending money; making choices; keeping track of money saved. |
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| **YEAR 3** | Recognising feelings in others; responding to how others are feeling. | Positive, healthy relationships and friendships; maintaining friendships; actions affect ourselves and others; working collaboratively. | Recognising and responding to bullying. | What makes a balanced diet; opportunities for making own choices with food; what influences choices. | Recognising what they are good at; setting goals. Describing feelings, conflicting feelings and how to manage feelings. | School rules on health and safety; basic emergency aid; people who help them stay healthy and safe. | Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community. | Responsibilities; rights and duties with regards to the environment | Role of money, managing money (saving and budgeting) What is meant by interest and loan) |
| **YEAR 4** | Keeping something confidential or a secret; recognise and manage dares. | Acceptable and unacceptable physical contact; solving disputes and conflict amongst peers. | Listen and respond effectively to people; share points of view. | What makes a balanced lifestyle and making choices; drugs common to everyday life ( medicines, alcohol, tobacco) | Recognising what they are good at; setting goals. Changes that happen in life and feelings associated with them. | How to keep safe in local area and online; people who help them stay healthy and safe. | Discuss and debate health and wellbeing issues. Appreciate difference and diversity in the UK and around the world. | Sustainability of the environment across the world. | Importance of finance in people’s lives. Being a critical consumer.  |
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| **YEAR 5**  | Responding to feelings in others. | Actions have consequences; working collaboratively; negotiation and compromise; giving feedback and debating. | Listening to others; raise concerns and challenge. | Positive and negative effects on wellbeing; making informed choices; benefits of a balanced diet. | Recognising what they are good at; setting goals. Aspirations, intensity of feelings; managing complex feelings, coping with change and transition; bereavement and grief. | Strategies for managing personal safety in the local environmentOnline safety; including sharing images. Mobile phone safety. | Discuss and debate health and wellbeing issues. Rules and laws; anti-social behaviour; respecting and resolving differences. | Different rights, responsibilities and duties | Enterprise, what it means; developing skills in enterprise.  |
| **YEAR 6** | Confidentiality and when to break a confidence.  | Different types of relationships; recognising when a relationship is unhealthy (including forced marriage); committed loving relationships, marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy. | Recognising and challenging stereotypes; discrimination and bullying | Images in the media and reality; how this can affect how people feel; risks and effects of drugs. | Recognising what they are good at; setting goals. Puberty, emotional and physical changes.Roles and responsibilities of parents. | Increased independence and responsibility. Influences on behaviour and resisting pressure. Rights to protect the body. Who is responsible for their health and safety and where to get advice. | Discuss and debate health and wellbeing issues. Be critical of what is in the media and what they forward to others. Human rights and the rights of a child. Cultural practices and British Law. (Including FGM) | How resources are allocated; effect of this on individuals, communities and the environment. | Enterprise, what it means; developing skills in enterprise. Understanding loans, debt and credit. |