PSHE

Curriculum Overview

	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
EYFS	Health & Self Care	• **Use** physical expression of feelings to release stress. • **Develop** own likes and dislikes in food and drink. • **Clearly communicate** wet or soiled nappy. • **Helps** with dressing/undressing and care routines.		• **Name** and identify different parts of the body. • **Communicate** when hungry, full up or tired. • **Takes** practical action to reduce risk. • **Wash** and dry hands effectively.		• **Describes** a range of different food textures and tastes. • **Initiate** and describe playful actions or movements. • **Shows** understanding of how to transport and store equipment safely.	
	Making Relationships	• **Explores** environment. • **Interacts** with others. • **Asserts** own ideas and preferences.		• **Builds** relationship with special people. • **Shows** empathy and concern for others. • **Seeks** out companionship with adults and children.		• **Develops** particular friendships. • **Proactive** in seeking adult support. • **Take** steps to resolve conflicts with other children.	
	Sense of Self	• **Responds** to own name. • **Understands** own voice and actions causes an effect on others. • **Shows** growing self-confidence.		• **Aware** and interested in own and others' physical characteristics. • **Knows** name, preferences and interests. • **Gradually** learning that actions have consequences.		• **Shows** confidence and self-esteem through being outgoing towards people. • **Sensitive** to others' messages of appreciation or criticism. • **Clear** idea about what they want to do in their play and how to go about it.	
	Understanding Emotions	• **Communicates** a range of emotions. • **Expresses** feelings strongly. • **Uses** familiar adult to share feelings such as excitement.		• **Expresses** positive feelings such as joy and affection and negative feelings such as anger and frustration. • **Responds** to the feelings of others, showing concern and offering comfort. • **Participates** more in collective cooperation.		• **Expresses** a wide range of feelings in interactions with others. • **Understands** expectations may vary depending on different events. • **Manage** feelings more and tolerate situations in which personal wishes can not be met.	
Year 1	Topic/Focus	**Being Me In My World**	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
	Key knowledge	**Article 42** – every child should know their rights. **Consequences** – something that happens as a result of making bad choices. **Personal feature –** what makes them unique	**Bullying** – repeatedly inflicting harm on another person. **Confide** – to tell someone an important piece of information **Unique** – being the only one of its kind	**Success** – achieving well/completing a target **Target** - A goal or aim that you are working towards.	**Healthy** – in a good condition **Unhealthy** – harmful to health **Hygiene** - Brushing hair, brushing teeth, washing their bodies, washing their clothes. **Germs** - Tiny organisms. So small you need to use a microscope to see them. **How to reduce passing of germs** - Cover your nose and mouth when sneezing. Discard the tissue.	**Different types of families** – single, same sex parents, opposite sex parents, grandparents, foster, adoption. **Family** – people who are related **Culture** – somebodies background or what they follow **Backgrounds** – where somebody came from e.g. where they live	**Vocabulary for body parts** – penis, testicles, anus, vagina and vulva. **Private parts –** should be covered by clothes (Not ok to expose) **Private body parts** - The parts of a person's body that are private and should not be looked at or touched by others without a good reason and permission.

PSHE

Curriculum Overview

	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
					Always wash your hands. **Road safety** – Danger from traffic. Staying safe on the road. Looking left and right two times before crossing the road.		
	Key skills	**Understand** the rights and responsibilities of as a member of class. **Know** that personal views are valued. **Recognise** choices and understand the consequences. **Understand** rights and responsibilities within Learning Charter. **Say** something positive about being in class. **Explain** why class is a happy and safe place to learn.	**Explain** some similarities and differences to other people in class and why it makes people special. **Explain** what bullying is and how it might make people feel. **Identify** people to talk to if feeling unhappy or being bullied. **Understand** differences make everyone special and unique.	**Set** simple goals and work out how to achieve it. **Explain** feelings of success and how this can be positively celebrated. **State** why an internal treasure chest is an important place to store positive feelings. **Understand** how to work well with a partner. **Identify** how it feels when faced with a new challenge. **Identify** obstacles which make it difficult to achieve new challenges and work out how to overcome them.	**Understand** the difference between being healthy and unhealthy. **Explain** why the body is amazing. **Identify** ways to keep safe and healthy. **Understand** how to keep clean and healthy, and how germs cause disease/illness. **Understand** that medicines can help when poorly and how to use them safely. **Know** how to cross the road safely. **Recognise** when frightened and know who to ask for help. **Recognise** how being healthy helps to feel happy.	**Identify** members of family and understand there are lots of different types of families. **Name** people who are special. **Identify** what a good friend means. **Explain** how relationships with special people feel. **Explain** how personal qualities can help relationships. **Know** who is there to help in school community. **Give** opinion on likes/dislikes of people. **Give** examples of behaviour in other people that is appreciated and disliked. **Recognise** which forms of physical contact are acceptable and unacceptable. **Understand** when help is needed and how to ask for it.	**Understand** life cycles of animals and humans. **Compare** changes and body now from being a baby. **Explain** some changes which will happen growing up. **Use** the correct names for parts of the body and give reasons why they are private. **Explain** why some changes experienced might feel different to others. **Understand** that every time something new is learnt, changes are made. **Understand** that changes to be body are ok and will happen whether it is wanted or not. **Respect** body and understand which parts are private.
Year 2	**Topic/Focus**	**Being Me In My World**	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
	Key knowledge	**Article 12 –** respect children's views **Article 13 –** sharing thoughts freely **Behaviour**: - The way a person acts or behaves.	**Article 2** – discrimination **Forms of teasing** – name calling - what they look like, physical	**Teamwork –** allowing all members of the group to join in	**Healthy** – in a good condition **Unhealthy** – harmful to health	**Friendship** – familiar and liking of each other's mind. People who are friend talk to each other and spend time together.	**Vocabulary for body parts** – penis, testicles, anus, vagina and vulva. **When to ask permission** – to take something from

PSHE

Curriculum Overview

	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
		Consequences - The way a person acts or behaves.	appearance, what they wear etc **Forms of bullying** – hitting, name calling, leaving people out – always happens **Similarities between people** - hair colours, skin colour, if they wear glasses, what country they're from, where they live. **Differences between people** – hair colours, skin colour, if they wear glasses, what country they're from, where they live.	**Cooperatively** – to work together to achieve something **How to prevent arguments** – don't shout/raise voice, let the other person finish before talking etc. **Lonely** – sad from being apart from other people. **Unhappy** – Not cheerful/sad. **Comfortable** – somethings someone is happy/feels ok with. **Uncomfortable** – something that someone isn't happy/feel ok with.		**Negotiation** – coming to an agreement through discussion. **Conflict** - A disagreement or problem between people who have different ideas, feelings, or wants. **Secret** - Something that is kept private and not shared with other people. **Safe/unsafe-** Safe: When you are protected from harm, danger, or risk. Unsafe: When there is a risk of harm, danger, or getting hurt	someone, to touch someone etc. **Acceptable physical contact** – is where someone feels ok with the physical contact with someone – different for everyone – some people don't like hugs. **Unacceptable physical contact** – physical contact with someone where it does not make someone feel happy/comfortable.
	Key skills	**Identify** hopes and fears for the year. **Understand** the rights and responsibilities of as a member of class. **Listen** to others and contribute my own ideas about rewards and consequences. **Recognise** choices made and understand the consequences. **Understand** how following the learning charter will help everyone learn. **Understand** the rights and responsibilities of as a member of class. **Recognise** when feeling worried and know who to ask for help. **Explain** that some things make a class a safe and fair place. **Discuss** how personal behaviour can impact on other people in class.	**Name** some differences and similarities between people in class. **Explain** that sometimes people get bullied because they are different. **Give** a reason why a friend is special. **Explain** how it feels to have a friend and be a friend. **Explain** why it is ok to be different from friends.	**Recognise** role in a group and the parts played to create an end product. **Explain** how teamwork skills complement each other. **Identify** how it feels to work in a group. **State** how it felt to be part of a group.	**Verbalise** things that are put in or on bodies to keep them healthy. **Explain** why foods and medicines are good for the body comparing it with less healthy/unsafe choices. **Compare** own and friends' choices and express how it feels to make healthy and safe choices.	**Verbalise** things that are comfortable and uncomfortable about personal relationships. **Explain** why some things feel uncomfortable in a relationship and compare this with relations that feel safe and special. **Explain** ways that might help to solve problems in personal relationships. **Give** examples of some different problem-solving techniques and explain how to use them in certain situations.	**Explain** differences from a baby and changes that will happen growing up. **Use** correct terms to describe parts of the body and explain why they are private. **Explain** why some types of touches feel OK and others don't. **Vocabulary** – penis, testicles, anus, vagina and vulva. **Explain** what is liked about being boy/girl and getting older. **Recognise** that others may feel different.

PSHE

Curriculum Overview

	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
		Compare personal and friends' choices and express why some choices are better than others.					
Year 3	**Topic/Focus**	**Being Me In My World**	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
	Key knowledge	**Cooperatively** – to work together to achieve something **Self-awareness** - the ability to accurately recognise one's own emotions, thought, and values and how they influence behaviour. **Empathy** – empathy is the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation. **Article 28** – access to education **Article 12** – respect for children's views **Article 2** – no discrimination	**How actions affect someone –** your actions can change somebodies' feelings (being kind = will make somebody happy etc.) **Negative situation** – something that makes you unhappy. **Positive health relationship** – makes you happier **Conflict -** Conflict happens when two or more people disagree about something and find it difficult to get along. **Compliments -** A kind comment that says something positive about someone. **Bullying -** When someone repeatedly hurts, upsets, or frightens another person on purpose.	**Respect** – act in a way that shows care about others' feelings and well-being. **Perseverance** - When someone repeatedly hurts, upsets, or frightens another person on purpose. **Ambition** - Having a goal or dream that you want to achieve and being willing to work hard for it.	**Feelings** – happy, sad, angry, confused, upset, anxious, frustration. **Positive experiences** – experiences new things, taking part in things you enjoy. **Care** – food, shelter, clothes, teach, nurture. **Informed Decisions** - A choice you make after learning the facts and thinking carefully about the different options. **Choices** - Different options that a person can choose between. **Body Image** - How a person thinks and feels about their own body and appearance.	**Article 42** – every child should know their rights. **Relationships** – friends, parent, brother, sister grandparent (step), husband , wife **Family:** Group of people made up by partners, children, partners, aunts, uncles, cousins and grandparents. **Roles and Responsibilities -** A role is your job, and your responsibilities are the things you need to do to do that job well." **Who could you speak to if you were unhappy of not safe?** Teacher, friend, family, police, doctor.	**LGBT+** - break down of family types to avoid misconceptions/stereotypes **Puberty -** A role is your job, and your responsibilities are the things you need to do to do that job well." **Conception** - Conception is when a new baby begins to grow. It is the very start of a baby's development before it grows inside the womb **Stereotype -** A stereotype is when people make assumptions about someone because they belong to a particular group, without getting to know them as an individual. **Different types of family:** single parents, same sex, opposite sex, foster, adopt, grandparents, step-parents and blended families.

PSHE

Curriculum Overview

	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
	Key skills	**Recognise** worth and identify positive things and personal achievements. **Recognise** how it feels to be happy, scared or sad and identify if others are feeling these emotions. **Name** some responsible choices made in school. **Verbalise** who to go to when help is needed. **Explain** how personal behaviour can affect how others feel and have. **Give** examples of how to work/play well with others. **Explain** why it is important to have rules and how that helps everyone in class learn. **Understand** personal behaviour brings rewards and consequences. **Work** cooperatively in a group. **Explain** why it is important to feel valued.	**Verbalise** about a conflict witnessed or involved with. **Know** what it means to witness bullying and know that witnesses can make situations better or worse based on what they do. **Understand** that differences and conflicts sometimes happen among family members. **Describe** different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways. **Explain** how being involved in conflict feels and offer strategies to help the situation. **Understand** that everybody's family is different and important to them. **Give** and receive compliments and know how this feels.	**Identify** a dream/ambition important to you. **Explain** the different ways that help to learn and how to improve. **Discuss** what was done well and why this feels good. **Share** successes with others positively and confidently. **Explain** how feelings can be stored in internal treasure chest and why this is important. **Respect** and admire people who overcome obstacles and achiever their dreams and goals (e.g. through disability). **Manage** feelings of frustration that may arise when obstacles occur. **Evaluate** personal learning process and identify how it can be better next time.	**Identify** things, people and places needed to keep safe from. **Explain** strategies for keeping safe and healthy, including who to go to for help. **Express** how being anxious/scared and unwell feels. **Understand** how exercise affects the body and know why heart and lungs are important organs. **Explain** that the amount of calories, fat and sugar put into a body will affect health. **Identify** feelings towards drugs. **Understand** how complex bodies are and how important it is to take care of it. **Respect** body and appreciate what it does for every person.	**Identify** the roles and responsibilities of each member of families and reflect on the expectations for males and females. **Identify** and put into practise some skills of friendship e.g. taking turns, being a good listener. **Give** examples of things appreciated in friends and family, also things appreciated in people unknown e.g. those from other countries. **Explain** how life is positively influenced by others (known and not known). **Verbalise** how you depend on others and how people depend on you. **Explain** why personal choices might affect family and people around the world. **Understand** how needs and rights are shared around the world and identify how lives may be different. **Know** who to ask for help when worried or concerned about anything online. **Empathise** with children whose lives are different and appreciate what can be learnt from them.	**Understand** that in animals and humans lots of changes happen between conception and growing up and usually it is the female who has the baby. **Understand** how babies grow and develop in the mother's uterus. **Understand** what a baby needs to live and grow. **Explain** how boys' and girls' bodies change on the inside/outside during the growing up process and say why these changes are necessary so bodies can make babies when they grow. **Recognise** feelings towards changes happening and suggest ideas to cope with the feelings. **Identify** stereotypical ideas about parenting and family roles. **Express** feelings when ideas are challenged.
7	Topic/Focus	**Being Me In My World**	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**

PSHE

Curriculum Overview

Guidance Areas	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Key knowledge	**UNCRC** – United Nations Conventions on the rights of a child **Rights of the child** e.g. right to be heard – Speak to – teacher, doctor and police. (Need to know some of them) **Democracy** – voting for leaders **Article 13** – sharing thoughts freely	**Discrimination** – being treated unfairly by someone from a different group **Bullying** – is unwanted/aggressive behaviour that takes place over an extended people of time **Assunptions** - Things we believe or think are true without having all the facts. **Impressions** - An idea or opinion you form about someone or something when you first meet them or see them.	**Resilient** – ability to bounce back after a setback **Responsibilities** – something you oversee. **Achievement -** An idea or opinion you form about someone or something when you first meet them or see them. **Polite** – being respectful towards other people **Courteous** – being considerate towards other people's feelings	**Anxiety** – a feeling of worry and/or un ease **Peer pressure** – pressured influence from peers to do something **Feelings in peer pressure situations** – embarrassment, shame, inadequacy and guilty) **Secret** – knowledge hidden/kept from others **Keeping a secret** – not telling somebody something – can be good and bad e.g. birthday party **Not keeping a secret** – telling somebody some information that was a secret	**Jealousy** - feeling envy of someone else or their belongings **Negotiate** – talk, settle on. **Compromise** – make a deal, consider everyone's opinion **Respected** – it is how you treat/are treated by someone **Confidence** – feeling of belief in yourself	**Vocabulary** – sperm, egg/ovum, penis, testicles, vagina/vulva, womb/uterus, ovaries, sexual intercourse, fertilise, conception, puberty **Privacy** – something or things you do not want/don't have to be shared with others **Conception** - The beginning of a new life when a baby starts to develop. **Appropriate Touch**: Touch that is safe, respectful, and makes a person feel comfortable. **Inappropriate Touch:** Touch that is unsafe, unwanted, or makes a person feel uncomfortable, worried, or scared.
Key skills	**Understand** my attitudes and actions make a difference to the class team. **Know** how good it feels to be included in a group and understand how it feels to be excluded. **Take** a role in a group and contribute to the overall outcome. **Understand** how rewards and consequences motivate people's behaviour. **Explain** why being listened to and listening to others is important. **Understand** how groups come together to make decisions.	**Understand** that sometimes assumptions are made based on what people look like. **Discuss** first impressions and how they can change. **Question** why assumptions are made based on looks. **Explain** why bullying might be difficult to spot and what to do if not sure.	**Explain** how it feels to have hopes and dreams. **Know** that sometimes things can go wrong and explain why it is good to try again. **Know** how to cope with disappointment and how to help others cope with theirs. **Plan** and set new goals even after disappointment. **Know** how to work out the steps to take to achieve a goal and do this successfully as part of a group.	**Recognise** how different friendship groups are formed. **Understand** there are people who take on roles as leaders or followers in a group and know the role to take. **Explain** how to say no if someone tried to make me do something bad/wrong. **Recognise** when people are putting on pressure and explain how to resist.	**Discuss** ways to show love towards special people and animals. **Recognise** how people are feeling when they miss a special personal of animal. **Give** ways that might help manage feelings when missing a special person or animal. **Recognise** situations which can cause jealousy in relationships. **Recognise** how friendships change, know how to make new friends and how to	**Label** the internal and external parts of male and female bodies that are necessary for making a baby. **Understand** that personal characteristics come from birth parents because babies are made when egg and sperm join. **Describe** how a girl's body changes in order for her to have babies when she is an adult and menstruation is a natural part of this.

PSHE

Curriculum Overview

	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
		Understand how democracy works through Ribbon Parliament. **Explain** why being democratic is important and can help everyone feel valued.	**Explain** why witnesses sometimes join in with bullying and don't tell. **Explain** why it is good to accept oneself and others for who they are. **Identify** special and unique personal features.	**Explain** what it means to be resilient and have a positive attitude. **Share** success of a group and know how to store this success experience in internal treasure chest.	**Identify** feelings of anxiety and fear associated with peer pressure. **Understand** the facts about alcohol and its effect on health, particularly the liver, and also some of the reasons some people drink alcohol.	manage when falling out with friends. **Understand** what is meant by having a boyfriend/girlfriend and that it is a special relationship for when older. **Understand** there is no need to feel pressurised into having a boyfriend/girlfriend. **Know** how to stand up for oneself and how to negotiate and compromise. **Understand** how to love and be loved.	**Explain** that an egg and a sperm are needed to make a baby, and when the egg is not fertilised then it is lost in a period (menstruation). **Understand** that a baby is a personal choice. **Summarise** the changes that happen to boys' and girls' bodies that prepares them for making a baby. **Explain** some choices are not controlled – physical and emotional.
Year 5	**Topic/Focus**	**Being Me In My World**	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
	Key knowledge	**Article 13 –** sharing thoughts freely **Article 15** – join and set up groups to work together **Democracy** – voting for leaders **Empathise** - To understand and care about how another person is feeling.	**Article 2** – all children have rights no matter where they're from **Racism** – treating someone different because of their race, ethnicity, nationality or colour **Discrimination** – unfair treatment based on race, gender, age or sexual orientation **Bullying** - When someone repeatedly hurts, upsets, or is unkind to another person on purpose. **Conflict** - A disagreement or argument between people because they have different ideas, feelings, or wants.	**Cultures** - different beliefs, religions e.g. Christianity, Islam) **Aspirations** - Hopes, dreams, or goals for the future	**Emergency** - a situation in which there is risk to life, health, property or a person **Alcohol misuse** - Using alcohol in a way that can be harmful to a person's health, safety, or wellbeing. **First Aid -** The help given to someone who is injured or suddenly becomes ill before professional medical help arrives. **Body Image** - How a person thinks and feels about their own body and appearance.	**Acquaintances** – somebody that you know but isn't a friend. **Social media** – Facebook, Instagram, Tiktok Snapchat and Whatapp. **Internet** – it is a way of accessing information and sharing things with people all over the world **Dangers are** – information is accessible by a lot of people, don't always know who you are talking to, information is not all correct. **Benefits are** – can find information easily, can sharing information quickly. **Communicate by** – email, instant message (WhatsApp, Facebook)	**Puberty** – when a child's body changes and develops as they become adults **IVF** – a procedure to help people with fertility problems **Sexual Intercourse** - A way in which a baby can be conceived when an adult man's sperm joins with an adult woman's egg

PSHE

Curriculum Overview

	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
	Key skills	**Face** new challenges positively. **Identify** hopes for school year. **Understand** rights and responsibilities as a citizen of our country. **Compare** life with other people in the country and explain why we have rules, rights and responsibilities to try and make the school and wider community a fair place. **Explain** how the actions of one person can affect another. **Discuss** why being part of a community is positive. **Contribute** to the group and understand how to function best as a whole. **Understand** how democracy and having a voice benefits the school community and how to participate in this.	**Understand** that cultural differences sometimes cause conflict. **Aware** of personal attitudes towards people from different races. **Appreciate** the value of happiness regardless of material wealth. **Give** examples of bullying behaviours including direct and indirect types and explain how this might make people feel. **Offer** a range of strategies to help oneself and others if they become involved in bullying. **Explain** why racism and other forms of discrimination are unkind. **Discuss** why it is important to respect everyone's cultures.	**Discuss** personal dreams and goals. **Compare** personal hopes and dreams with those of young people from different cultures. **Appreciate** the opportunities that learning, and education give and understand how this will help to build one's future. **Reflect** on hopes and dreams of young people from another culture and explain how it feels. **Appreciate** contributions made by people in different jobs. **Encourage** peers to support young people here and abroad to meet their aspirations and suggest ways to do this e.g. sponsors.	**Give** reasons why people may worry about how they look and describe healthy and unhealthy ways people use food and substances in their lives. **Explain** how people develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. **Summarise** different ways to respect and value others' bodies. **Know** the risks of smoking ad explain how tobacco affects the lungs, liver and heart. **Make** an informed decision about whether to choose to drink alcohol or smoke and know how to resist pressure. **Practice** basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. **Reflect** on own body image and know how important it is that this is positive and accept and respect who I am. **Respect** and value one's body.	**Understand** that belonging to an online community can have positive and negative consequences. **Know** how to build own self-esteem. **Recognise** when an online community or game feels safe/unsafe or helpful/unhelpful. **Identify** things to do to reduce screen time, so health isn't affected. **Discuss** different types of friendships and ways these might change. **Explain** how to stay safe when using technology to communicate with friends, including how to stand up for oneself, negotiate and to resist peer pressure. **Apply** strategies to manage feelings and the pressures faced to use technology in ways that may be risky or cause harm to oneself or others.	**Explain** how boys and girls change during puberty and why looking after oneself physically and emotionally is important. **Summarise** the process of conception. **Express** feelings about changes that happen during puberty. **Accept** changes might happen at different times to friends. **Understand** that sexual intercourse can lead to conception and that is how babies are usually made. **Understand** that sometimes people need IVF to help them have a baby. **Identify** what is exciting when moving to the next class.
7	Topic/Focus	**Being Me In My World**	**Celebrating Difference**	**Anxiety**		**Relationships**	**Changing Me**

PSHE

Curriculum Overview

Guidance Areas	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Key knowledge	**Local** – Murton, Seaham **Global** – around the world **Empathise** – understand emotions and feelings of another person	**Conflict** – a struggle/different between people **Bullying** - When someone repeatedly hurts, upsets, or is unkind to another person on purpose. **Resolution** – when you figure out how to fix a problem or disagreement, **Prejudice** – judging someone or forming an opinion about them before you actually know the facts. **Discrimination** – when someone is treated unfairly or badly just because of who they are, what they look like or what they believe.	**Anxiety** – a feeling of unease, such as worry or fear – it is an understand reaction in children to change or a stressful event. **Stress –** a feeling of being uncomfortable about something happening. **Positive Mindset** – looking at life with hope and trying to find the good side of things even when times are tough,		**Emotions** – ashamed, depressed, grief **Confide in –** information that you tell someone. Display trust by telling secrets. **Grief** – intense sorrow or mental distress most commonly felt after the death of a loved one **Misogyny** – the hatred or contempt for or prejudie against women and girls	**Relationships** – girlfriend, boyfriend, same sex, opposite sex. **Committed relationship** – when somebody is joined to one person and only that person **Not committed relationship** – a relationship that is casual and could end at any time (e.g. friends) **Marriage** – where two people are legally joined together. **Civil partnership -** a legal relationship which can be registered by two people (same and opposite sex) Gives a relationship legal representation. **Life cycle** – the changes that you go through as you grow – baby, child, teenager, adult, elderly person. **Changes you see as you grow up -** Body may start to change, muscle tissue forms, taller, develop, puberty. **Misogyny -** Misogyny is defined as hatred, contempt, or prejudice against women or girls. It is a form of sexism that can manifest in various ways, including social discrimination and violence against women.
Key skills	**Identify** goals for the year and understand personal fears and worries about the future and how to express them.	**Understand** there are different perceptions about what normal means.	**Understand** that stress and anxiety is linked and is not always a negative emotion to feel. **Explain** a range of methods to use as a copying strategy.		**Understand** that people can get problems with their mental health and it is nothing to be ashamed of.	**Aware** of own self-image and how body image fits into that. **Explain** how girls' and boys' bodies change during puberty and

PSHE

Curriculum Overview

	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
		Know that there are universal rights for all children but for many, these rights are not met. **Understand** personal wants and needs and compare with children in different communities. **Understand** that personal actions affect oneself and others; care about their feelings and try to empathise with them. **Explain** how personal choices have an impact on people in local community and globally. **Empathise** with others (locally and globally) and explain how this can influences personal choices. **Contribute** to the group and understand how it functions best as a whole.	**Aware** of personal attitudes towards people who are different. **Explain** some of the ways in which one person or a group can have power over another. **Discuss** a range of strategies for managing personal feelings in bullying situations and for problem-solving for when part of one. **Explain** ways in which difference can be a source of conflict or a cause for celebration. **Show** empathy with people in situations where their difference is a source of conflict or celebration.			**Aware** of how to take care of personal mental health (as well as others). **Identify** when people may be experiencing feelings associated with loss. **Recognise** when people are trying to gain power or control. **Explain** the feelings experienced when losing someone special. **Stand** up for oneself or friends (real or online situations). **Judge** whether something online is safe and helpful. **Resist** pressure to do something online that might hurt oneself or others. **Use** technology safely and positively to communicate with friends and family.	understand the importance of looking after oneself physically and emotionally. **Identify** the main steps by which a baby develops through contraception, pregnancy and birth. **Describe** how a baby is born. **Recognise** feelings towards becoming a teenager and the development and birth of a baby. **Understand** that respect for one another is essential in a boyfriend/girlfriend relationship. **Express** feelings about personal self-image and challenge negativity. **Prepare** strategies to emotionally prepare for transition into secondary school.