**KS1 PSCHE Overview**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **SEAL** | **New Beginnings** | **Getting on & falling out**  **Say No to Bullying** | **Going for Goals** | **Good to be me** | **Relationships** | **Changes** |
| **Health & Well being**  **(linked to Science)** | What is a healthy lifestyle?  Benefits of physical activity, rest, healthy eating, dental health.  How to improve physical health.  To learn how to maintain personal hygiene.  Rules for keeping physically and emotionally safe.  To name main parts of the body (including external genitalia in y2) | To recognise what they like/dislike.  To recognise how to improve emotional health. To know that choices have consequences.  To describe feelings, strategies for managing feelings. | To learn from experience.  To celebrate strengths and set simple but challenging goals. | To celebrate strengths. To know about good and not so good feelings. To know about opportunities and responsibilities.  To recognise that they share a responsibility for keeping themselves and others safe, when to say ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ | To know similarities and differences between boys and girls.  To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them. | To know about the process of growing from young to old and how people’s needs change.  Growing and changing and new opportunities, responsibilities and independence. |
| **Relationships** | To recognise how their behaviour affects others.  To listen to others and play and work co-operatively.  To communicate feelings, recognise how others show feelings and respond.  To know the difference between secrets and surprises and the importance of not keeping adults’ | To recognise what is fair and unfair, kind and unkind, what is right and wrong.  To use strategies to resolve simple arguments through negotiation.  To judge what kind of contact is acceptable, comfortable, unacceptable, uncomfortable and how to respond.  To know that people’s feelings and bodies can be hurt.  To know that there are different types of bullying/ teasing and that these are wrong and unacceptable. | To offer constructive feedback and support to others. | To share opinions on things that matter to them and explain their views through discussions | To identify their special people, what makes them special and how people should care for one another.  To know how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. | To identify and respect differences between and similarities between people. |
| **Living in the Wider World – Economic Well-being & responsible citizenship (linked to foundation subjects and maths)** | To know how to contribute to the life of the classroom and to follow rules and understand them | To know that people and other living things have different needs and that they have responsibilities to meet them | Safer Internet Day.  To know that money comes from different sources and can be used for different purposes, including concept of saving and spending | To know that people belong to various groups and communities such as family and school |  |  |

**KS2 PSCHE Overview**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **SEAL** | **New Beginnings** | **Getting on & falling out**  **Say No to Bullying** | **Going for Goals** | **Good to be me** | **Relationships** | **Changes** |
| **Health & Well being**  **(linked to Science)** | To know what positively and negatively affects their physical, mental and emotional health (including the media)  To know that bacteria and viruses can affect their health and following simple routines can reduce their spread  To know when and how to ask for help, including in emergencies | To know what positively and negatively affects their physical, mental and emotional health (including the media)  To deepen their understanding of good and not so good feelings, to extend vocabulary to explain range and intensity of feelings  To know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources e.g. friends/media | To reflect on and celebrate achievements, identify their strengths, areas for development, set high aspirations and goals  To differentiate between the words ‘risk’, ‘danger’ and ‘hazard’ and how to manage risk responsibly | How to make informed choices and to begin to understand the concept of ‘balanced lifestyle’  To know how their body will change as they approach and move through puberty | To recognise that increased independence bring increased responsibility to keep themselves and others safe | To realise that they may feel conflicting emotions and when they might need to listen to their emotions or overcome them about change, transitions, loss, divorce etc.  To know what a ‘habit’ is and know that they can be difficult to change  To know about human reproduction |
| **Relationships** | To recognise and respond appropriately to a wider range of feelings in others | To know that the concept of ‘keeping something secret’, when not to agree to this and when it is right to ‘break a promise’ or ‘share a secret’  To develop skills to resolve conflict through negotiation and appropriate compromise  To know the consequences of bullying, teasing and aggressive behaviours (including via ICT) | To work collaboratively towards shared goals  To recognise and manage ‘dares’ | To know that differences and similarities between people arise from a number of factors including, family, cultural, ethnic, racial, and religious diversity, age, sex, gender identity, sexual orientation and disability  To recognise the nature and consequences of discrimination | To know what constitutes a positive, healthy relationship and develop skills to form and maintain them  To know about different types of relationship, friends, family, civil partnership, marriage | To recognise and challenge stereotypes |
| **Living in the Wider World – Economic Well-being & responsible citizenship (linked to foundation subjects and maths)** | To know why and how laws and rules protect them and others and how to take part in changing and making rules  To understand and know how to be part of a community and to support communities locally and nationally | To realise consequences of anti-social and aggressive behaviours | To know about the role money plays in their own and others’ lives, how to manage money  To develop an understanding of concepts such as ‘loan’, ‘interest’, ‘debt’, ‘tax’  To know about ‘enterprise’ and what makes someone ‘enterprising’ | To appreciate the range of national, regional, religious and ethnic identities within the UK  To think about the lives of people living in other places and those with different customs and values | To explore and critique how the media present information  To recognise the role of voluntary, community and pressure groups, especially in relation to health and well-being |  |

Themed weeks and assemblies will be as a result of local and National needs and centre on key safeguarding priorities

2016/2017

Themed weeks

Internet safety Discrimination and difference

*This year 17/18 they will be;*

*Bullying – including homophobia*

*Difference and radicalisation*