

PSHE Overview and Intent – Crackley Bank Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Our PSED curriculum for EYFS supports children's progression in Self-Regulation, Managing Self and Building Relationships , including developing emotional understanding, independence, resilience, positive relationships, empathy and respect for others. Areas will be revisited, built on and developed throughout the year.					
Nursery	Developing a Sense of Self Children settle into Nursery, build relationships and develop a sense of belonging. They explore who they are, what they like and how they feel.	Belonging and Togetherness Children explore celebrations and special events, learning that people and families may celebrate in different ways.	Developing Friendships Children explore relationships and emotions through familiar stories, rhymes and characters. They develop confidence in playing and communicating with others.	Independence and Resilience Children develop independence and perseverance as they care for plants and take part in practical experiences.	Caring for Others Children develop empathy and responsibility as they explore and care for animals and living things.	Confidence and Community Children explore the people who help us and develop their own confidence, independence and understanding of how they can help other.
Reception	Developing a Positive Sense of Self Children explore who they are, develop confidence and learn to recognise and manage their feelings.	Belonging and Relationships Children explore families, celebrations and the people who are important to them, developing respect and a sense of belonging.	Friendship and Cooperation Children explore what makes a good friend and learn to cooperate, share and solve problems together.	Resilience and Independence Children develop resilience and independence through responsibility, problem-solving and opportunities to persevere.	Emotions and Empathy Children explore characters' feelings and perspectives, developing emotional understanding and self-regulation.	Celebrating Ourselves and Others Children celebrate their achievements, explore diversity and develop confidence as they prepare for Year 1.
Year 1	What helps us stay healthy? • Health and wellbeing • Being healthy • How to consider hygiene • Medicines • People who help us with health	Who is special to us? • Relationships • Ourselves and others • People who care for us • Groups who we belong to • Families	Who helps keep us safe? • Health and wellbeing • Keeping safe • People who help us • Talking to a trusted adult.	What can we do with money? • Living in the wider world • Making choices • What is money? • Needs and wants	What is the same and different about us? • Relationships, • ourselves, and others • Similarities and differences • Individuality • Our bodies	How can we look after each other and the world? • Living in the wider world • Ourselves and others • The world around us • Caring for others • Growing and changing
Year 2	What makes a good friend? • Relationships • Friendships • Feeling lonely • Managing arguments • Online relationships	What is bullying? • Relationships • Behaviour • Bullying • Words and actions • Respect for others • Online bullying	What helps us to stay safe? • Health and wellbeing • Keeping safe • Recognising risk • Rules • Online safety	What jobs do people do? • Living in the wider world • People and jobs • Money • The role of the internet	What helps us grow and stay healthy? • Health and wellbeing • Being healthy • Eating and drinking • Playing and sleep • Dental health	How do we recognise our feelings? • Health and wellbeing • Feelings and mood • Times of change • Loss and bereavement • Growing up
Year 3	How can we be a good friend? • Relationships • Friendship	What makes a community? • Living in the wider community • Community • Belonging to groups • Similarities and differences	What keeps us safe? • Health and wellbeing • Keeping safe at home and school • Our bodies: Hygiene	What are families like? • Relationships • Families • Family life • Caring for each other	Why should we eat well and look after our teeth? • Health and wellbeing • Being healthy • Eating well • Dental care	Why should we keep active and sleep well? • Health and wellbeing • Being healthy • Keeping active • Taking rest

	• Making positive friendships managing loneliness • Dealing with arguments • Online friendships • Consequences	• Respect for others	• Medicines and household products • Online safety			• Managing screen time.
Year 4	What strengths, skills and interests do we have? • Health and wellbeing • Self esteem and self worth • Personal qualities • Goal setting • Managing set backs	How do we treat each other with respect? • Relationships • Respect for self and others • Courteous behaviour • Safety • Human rights • Online safety	How can we manage risk in different places? • Health and wellbeing • Keeping safe • Out and about – awareness • Recognising and managing risk • Showing respect online	How can we manage our feelings? • Health and wellbeing • Feelings and emotions • Expression of feelings • Behaviour • Loss and grief	How will we grow and change? • Health and wellbeing • Growing and changing • Puberty • Personal hygiene	How can our choices make a difference to others and the environment? • Living in the wider world • Caring for others • The environment • People and animals • Shared responsibilities • Making choices and decisions
Year 5	What makes up a person's identity • Health and wellbeing • Identity • Personal attributes and qualities • Similarities and differences • Individuality • Stereotypes • Online identity	How can help in an accident or emergency? • Health and wellbeing • Basic first aid • Accidents • Dealing with emergencies	How can friends communicate safely? • Relationships • Friendships • Relationships • Becoming independent • Online safety	What decisions can people make about money? • Living in the wider world • Money • Making decisions • Spending and saving • Online fraud and phishing	How can drugs common to everyday life affect health? • Health and wellbeing • Drugs • Alcohol • Tobacco and vaping • Healthy habits and choices	What jobs would we like? • Living in the wider world • Careers • Aspirations • Role models • The future
Year 6	How can we keep healthy as we grow? Health and wellbeing • Looking after ourselves • Growing up • Becoming independent • Taking more responsibility • Online safety		How can the media influence people? Living in the wider world • Media literacy and digital resilience • Influences and decision making • On-line safety • Positive online profile.		What will change as we become more independent? How do friendships change as we grow? Relationships • Different relationships • Changing and growing • Adulthood • Independence • Moving to secondary school	

PSHE at Our School

The school's intent for Personal, Social, Health and Economic (PSHE) education is to give pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. In general, our pupils do not have broad and varied experiences of the world around them and therefore we need to ensure that they are given a wide range of experiences to develop the knowledge, skills and

attributes they need to manage their lives, now and in the future. Throughout our PSHE learning we aim to ensure pupils achieve their academic potential, and leave school equipped with skills they will need throughout later life.

The curriculum is structured around an overarching question for each term or half term. These begin in Key Stage 1 as 'What?' and 'Who?' questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions. The three core themes are fully covered - colour-coding highlights whether the overall topic focus is Health and Wellbeing, Relationships or Living in the Wider World, although some half term blocks will draw on more than one core theme. Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question. Activities and Crucial Knowledge points provide opportunities for pupils to apply their learning to scenario-based discussions and make informed decisions about their own health and wellbeing.

Across the year groups, we will explore rules and responsibilities, we also focus upon how democracy works, not only within our school life but also in a Governmental capacity. Online safety is a priority throughout the school. Online Safety is taught in a variety of ways throughout the school ethos and curriculum. Crucial Knowledge points are revisited and deepened as children progress through the school and sensitive topics such as social media use, online fraud, phishing scams and its impact upon wellbeing are revisited and recapped several times.

In addition to this, topics that are not easily covered in crucial knowledge lessons are addressed in recap sessions at the beginning of each term. These are structured around three core themes that will provide children with strategies they can adapt and rely on throughout their life – evaluate, communicate and wellbeing. Finally, in addressing any remaining gaps the school communicates information, strategies and tips that parents and carers can use to support their child in navigating technology.

When required, PSHE lessons will take precedent over other learning if we are made aware of an immediate safety or community issue to ensure that our children are aware of how to look after themselves and others.

