PSHE Overview

Area of PSHE	Autumn Term		Spring Term		Summer Term	
	Me and My Relationships		**Valuing Difference**		**Keeping Safe**	
	♦ Accept the views of others and understand that we don't always agree with each other. ♦ Give lots of ideas about what I do to be a good friend. ♦ Tell some different ideas for how I make up with a friend if we've fallen out.	♦ Give lots of examples of how i can tell a person is feeling worried just by their body language. ♦ Say what I could do if someone was upsetting me or if I was being bullied. ♦ Explain what being 'assertive' means and give a few examples of ways of being assertive.	♦ Give examples of different community groups and what is good about having different groups. ♦ Talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	♦ Say a lot of ways that people are different, including religious or cultural differences. ♦ Explain why it's important to challenge stereotypes that might be applied to me or others.	♦ Say what I could do to make a situation less risky or not risky at all. ♦ Say why medicines can be helpful or harmful. ♦ Tell you a few things about keeping my personal details safe online. ♦ Explain why information I see online might not always be true.	♦ Give examples of people or things that might influence someone to take risks but know that people have choices about whether they take risks. ♦ Say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. ♦ Give examples of positive and negative influences, including things that could influence me when I am making a decision.
Key Vocabulary	Apologise Respect Disagree Responsibility Calm Disputes Arguments Persuade Opinions Family Friendship Feelings Falling out	Ignored Assertiveness Delighted Teasing Calm Confident Compromise Body language Emotions Frightened Excluded Collaborate Pressure Bullying Joyful Excited Respectful Alone/ lonely	Family Different Name calling Prejudice Tolerance Community Strangers Bullying Differences Belonging Respect Identity Similarities	Challenge Labelled Confidence Stereotype Negotiate Unique Positive Compromise Label Prejudice Differences Invade Similarities Respect	Alcohol Personal details Risk (risky) Internet safety Cigarettes Private Nicotine Trust Medicines Public Trust Public Unsafe Search engine Harmful situation E-cigarettes Vapes	Hazard Risky Liver Decisions Choices Danger Consequences Lungs Brain Dare Drug Harmful Cigarettes Vapes Shared e-cigarettes downloaded
Key Questions	Can people disagree and still be friends? Do people need to accept the views of others? Why? How can arguments and disputes be settled? What different ideas can I suggest to friends who have fallen out? How can I help others to sort out their argument?	Can you tell how someone is feeling by looking at them? How? What body language tells you that a person is worried? Are all feelings shown by body language? What is the difference between bullying and teasing? What can someone do to help themselves if someone upsets them or is bullying them? What is being assertive? Are there different ways of being assertive? How?	Are all families the same? How are they different? What is prejudice? Can prejudice be challenged? Are tolerance and respect the same? Do we need both? Do we have tolerance and respect in our classroom? Has anyone show you respect and tolerance? How did it make you feel?	How are people different, besides how they look? Does being different cause problems? Why? Can people being different be positive? Why? How and why do we label people? What is a stereotype? How does someone feel if they have been labelled? Does labelling someone change them or affect them? Why is it important to challenge stereotyping?	What makes a situation risky? Can it be changed and how? Why do some people choose to take risks? What are the risks of cigarettes and alcohol? What other things can be helpful and harmful to a person's health? Why is it important to keep personal details safe when online? Is all information that we see online always true? How do some people try to find out personal information?	What might influence someone to take risks? Do people have a choice whether they take a risk? Do most young people choose to smoke or not smoke? Is smoking and alcohol more harmful for a young person's body? Why? What can influence someone's behaviour and decisions? Can the consequences of decisions be positive or negative? How?
Relationships Education	The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. How important friendships are in making us feel happy and secure, and how people choose and make friends. Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. The conventions of courtesy and manners.		The importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs. The conventions of courtesy and manners. Families are important for children growing up because they can give love, security and stability. Others' families sometimes look different from their family, but they should respect those differences. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. What a stereotype is and how stereotypes can be unfair, negative or destructive. The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.		What sorts of boundaries are appropriate in friendships with peers and others. How to respond safely and appropriately to adults they may encounter whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so. The concept of privacy and the implications of it for both children and adults.	

		How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	
Physical Health and Mental Wellbeing	Why social media, some computer games and online gaming, are age restricted. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. The characteristics of a poor diet and risks associated with unhealthy eating and other behaviours. Simple self0case techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Bullying has a negative and often lasting impact on mental wellbeing. The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. The benefits of rationing time spent online, the risks of excessive time spent on electronic devices.	Consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. The characteristics of a poor diet and risks associated with unhealthy eating and other behaviours. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Cross-Curricular Links	Computing – use technology safely, respectfully and responsibly. Computing – recognise acceptable/ unacceptable behaviour.		Science – Animals including humans – identify that animals need the right types and amount of nutrition, and that they cannot make their own food' they get nutrition from what they eat.