PSHE Overview

Area of PSHE	Autumn Term		Spring Term		Summer Term	
	Rights and Respect		Being My Best		Growing and Changing	
	♦ Give examples of some of the rights and related responsibilities I have as I grow older, at home and school. ♦ Give real examples of each that relate to me. ♦ Give a few examples of things that I am responsible for to keep myself healthy. ♦ Explain that local councils have to make decisions about how money is spent on things we need in the community. ♦ Give examples of some of the things they have to allocate money for.	♦ Explain why people might only show certain aspects of their lives on social media. ♦ Explain how social media can affect how a person feels about themselves. ♦ Explain what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. ♦ Explain the advantages and disadvantages of different ways of saving money.	♦ Give an example of when I have increased independence and how that has also helped me to show responsibility. ♦ Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.	♦ Tell you how I can overcome problems and challenges on the way to achieving my goals. ♦ Give examples of an emotional risk and a physical risk.	♦ Explain what resilience is and how it can be developed. ♦ List ways that I can prepare for changes e.g. to get the facts, talk to someone ♦ Identify when I need help and can identify trusted adults in my life who can help me.	♦ Give an example of a secret that should be shared with a trusted adult. ♦ Tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change. ♦ Give examples of other ways in which the way a person feels about themselves can be affected.
Key Vocabulary	Councillors Environment Interest Rights Responsibility Debit Credit Borrow Community group Public services Loan Council Vote Duties Sustainable Elections	Biased Elections Candidate Profile Interest Tax Stereotype Saving Voting Shop local Debit card Reuse Pressure Public services Sustainable Environmentally sustainable Bank (building society) account Democracy Online safety Social media	Perseverance Media-influence Kindness Celebrities Independence Patience Resilience Consideration Confidence Personal qualities	Connect Influence Be active Assessing risk Problems Choice Goal setting Vaping Aspirations Take notice (mindful) Weigh up Achieve Challenges Perseverance Keep learning (get creative)	Respect Wellbeing trust Hormones Mood swings Confidential Confidence Resilience Puberty Crush Embarrassed Menstruation Unwanted attention Separation Unwanted touch Period products	Media manipulation Puberty Sexual intercourse Confidential Online safety Self-esteem Right to privacy Age of consent Stereotype Peer pressure Uncomfortable Physical changes Body image Emotional changes In confidence Sharing online
Key Questions	Are rights and responsibilities the same? Do rights and responsibilities change as someone gets older? How? What rights and responsibilities do we have to the community and the environment? How is someone responsible for their own health? Why do some people find it hard to stick to their responsibilities for keeping healthy? What things are needed by people in the community? What services do local councils provide? Do councils choose how much money they give to the services they provide? How might a council's spending choices affect different groups in the community?	Does someone's social media profile give a true view of them? Does social media affect how a person feels about themselves? Does using social media create pressures on people? How? How can someone keep healthy when using social media? What things have an impact on the environment? What is 'sustainable' living? How can we change to live more sustainably? What can someone do to help the environment? What different ways are there to save money? Are there advantages or disadvantages to the different ways to save money, including long-term saving? What is 'interest' when money is saved?	How does someone become more independent as they grow older? What responsibilities do teenagers have? Does having more independence mean having more responsibility? Why? Are media images of celebrities true? How can media images of celebrities make someone feel? What non-physical qualities make people attractive? Why?	Do goals and aspirations need a plan? Are problems, challenges and barriers part of achieving goals? How can problems, challenges and barriers be overcome? Are risks physical or emotional? How can a risk be emotional? What can someone do to reduce or remove risk?	Why do people have good and not so good feelings? Is resilience the same as confidence? Can someone develop confidence or resilience? How? Does having resilience help people with their feelings? What different changes can someone experience? Does change cause strong emotions? Does preparing for change help? How might preparing for change help someone cope with it? Does the body feel differently when someone may need help? When might someone need help? What advice would you give to someone who needs to get help? What makes someone a trusted adult?	What secrets can be kept private? Why? Are there secrets that should be shared? Why? Who should some secrets be shared with? What physical changes happen during puberty? How might someone feel when their body changes? Do emotional changes happen during puberty? Why? How can a person feel better about their body changing? What can affect the way someone feels about themselves? What can someone do or say to feel good about themselves? Do words affect someone as much as actions? How?
Relationships Education	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. What a stereotype is and how stereotypes can be unfair, negative or destructive The importance of permission-seeking and giving in relationships with friends, peers and adults.		What sorts of boundaries are appropriate in friendships with peers and others. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.		In school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. What sorts of boundaries are appropriate in friendships with peers and others.	

	People sometimes behave differently online, including by pretending to be someone they are not.	Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek support, if needed. The importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs. The importance of self-respect and how this links to their own happiness. Different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help. Families are important for children growing up because they can give love, security and stability. People sometimes behave differently online, including by pretending to be someone they are not. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact 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 report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice The concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. The importance of permission-seeking and giving in relationships with friends, peers and adults. Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 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. Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
Physical Health and Mental Wellbeing (Health Education)	How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. The importance of building regular exercise into daily and weekly routines and how to achieve this. The risks associated with an inactive lifestyle What constitutes a healthy diet. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Mental wellbeing is a normal part of daily life, in the same way as physical health. Social media, some computer games and online gaming, are age restricted.	Social media, some computer games and online gaming, are age restricted. How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Mental wellbeing is a normal part of daily life, in the same way as physical health. Social media, some computer games and online gaming, are age restricted. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care 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 importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	A scale of emotions that all humans experience in relation to different experiences and situations. 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. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Menstrual wellbeing including facts about the menstrual cycle.
Cross-Curricular Links	Maths – Solve problems involving money using decimal notation.		Science – Animals including humans – timelines to indicate stages in growth and development of humans. Learn about the changes experiences in puberty. Science – Animals including humans – describe the changes as humans develop from birth to old age. Science – Living things and their habitats – describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird. Science – Evolution and inheritance – recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Computing – use technology safely, respectfully and responsibly. Computing – recognise acceptable / unacceptable behaviour.