**Belford Primary School PSHE PLANNING OVERVIEW – Including SRE**

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|  | **Year 1 and 2 Cycle A** | | **Year 1 and 2 Cycle B** | |
|  | **Theme** | **Pupils learn** | **Theme** | **Pupils learn** |
| **Physical health and wellbeing (body)** | Fun Times | * about food that is associated with special times, in different cultures * about active playground games from around the world * about sun-safety * Hand and Respiratory Hygiene (Covid 19 link) | What keeps me healthy? | * about eating well * about the importance of physical activity, sleep and rest * about people who help us to stay healthy and well and about basic health and hygiene routines |
| **Mental health and wellbeing (mind and spirit)** | Friendship | * about the importance of special people in their lives * about making friends and who can help with friendships * about solving problems that might arise with friendships | Feelings | * about different types of feelings * about managing different feelings * about change or loss and how this can feel |
| **Mental health and emotional wellbeing** | Feeling Good & Being Me | * Recognise feelings * Five Ways to Wellbeing | Feeling Good & Being Me | * Celebrate strengths * Revisit Five Ways to Wellbeing |
| Friends & Family | * Recognise how others show feelings & know how to respond | Friends & Family | * Impact of behaviour on others |
| Life Changes & Transition | * New school/class * Making new friends | Life Changes & Transition | * Loss – losing loved object/pet/person |
| Strong Emotions | * Recognise what is fair/ unfair right/wrong | Strong Emotions | * Comfortable and uncomfortable feelings |
| Being the same and being different | * Celebrating differences | Being the same and being different | * Beginning to understand empathy |
| Solving problems and making it better | * Setting goals & targets | Solving problems and making it better | * Not giving up - perseverance |
| **Keeping safe and managing risk (incl Drug, Alcohol and Tobacco education)**  \*(**incl. road, water, fire, bike, community**) | Feeling safe | * safety in familiar situations * about personal safety * about people who help keep them safe outside the home | Indoors and Outdoors | * about keeping safe in the home, including fire safety * about keeping safe outside * about road safety |
| What do we put into and onto bodies | * about what can go into bodies and how it can make people feel * about what can go on to bodies and how it can make people feel. | Medicines and me | * why medicines are taken * where medicines come from * about keeping themselves safe around medicines * that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use |
| Online Safety | * Checking and sharing with trusted adults * Personal information | Online Safety | * Who is trustworthy? * Awareness of possible unsafe situations on line |
| **Relationships** | Identity, Society and Equality – Me & Others  Democracy | * about what makes themselves and others special * about roles and responsibilities at home and school. * School Parliament and Eco Council Elections * about being co-operative with others – Commando Joe’s. | Sex and relationships – Boys and Girls, Families | * to understand and respect the differences and similarities between people * about the biological differences between male and female animals and their role in the life cycle * the biological differences between male and female children * about growing from young to old and that they are growing and changing * that everybody needs to be cared for and ways in which they care for others   about different types of family and how their home-life is special |
| **Economic wellbeing** | My money | * about where money comes from and making choices when spending money * about saving money and how to keep it safe * about the different jobs people do |  |  |

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|  | **Year 3 and 4 Cycle A** | | **Year 3 and 4 Cycle B** | |
|  | **Theme** | **Pupils learn** | **Theme** | **Pupils learn** |
| **Physical health and wellbeing (body)** | What helps me choose? | * about making healthy choices about food and drinks * about how branding can affect what foods people choose to buy * about keeping active and some of the challenges of this | What is important to me? | * why people may eat or avoid certain foods (religious, moral, cultural or health reasons) * about other factors that contribute to people’s food choices (such as ethical farming, fair trade and seasonality) * about the importance of getting enough sleep |
| **Mental health and wellbeing (mind and spirit** | Strengths and challenges  Commando Joe’s Challenge | * about celebrating achievements and setting personal goals * about dealing with put downs * about positive ways to deal with setbacks * Five Ways to Wellbeing   (Link to Commando Joe’s weekly challenge). | Emotions and feelings in relationships | * See RELATIONSHIPS section |
| **Mental health and emotional wellbeing (mind and spirit)** | Feeling Good & Being Me | * Goals and aspirations | Feeling Good & Being Me | * Feelings – intensity |
| Friends & Family | * Unkind behaviours | Friends & Family | * Skills to maintain and keep positive relationships |
| Life Changes & Transition | * New faces/new routines | Life Changes & Transition | * Positive and negative effects on emotional wellbeing and mental health |
| Strong Emotions | * Introducing strong emotions, including anger * Zones of Regulation | Strong Emotions | * Resisting pressure * Zones of Regulation |
| Being the same and being different | * Differing opinions * Different Families | Being the same and being different | * Know actions affect themselves and others |
| Solving problems and making it better  Link to Commando Joe’s | * Dealing with difficult situations * Restorative Practice | Solving problems and making it better | * Coping with difficult situations * Restorative Practice |
| **Keeping safe and managing risk (incl Drug, Alcohol and Tobacco education)**  \*(**incl. road, water, fire, bike, community**) | Bullying – see it, say it, stop it | * to recognise bullying and how it can make people feel * about different types of bullying and how to respond to incidents of bullying * about what to do if they witness bullying | Playing Safe | * how to be safe in their computer gaming habits * about keeping safe near roads, rail, water, building sites and around fireworks * about what to do in an emergency and basic emergency first aid procedures |
| Tobacco is a drug | * the definition of a drug and that drugs (including medicines) can be harmful to people * about the effects and risks of smoking tobacco and secondhand smoke * about the help available for people to remain smoke free or stop smoking | Making choices | * that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them * about the effects and risks of drinking alcohol * about different patterns of behaviour that are related to drug use |
| Online Safety | * Introduction to SMART - Safe, meeting, accepting, reliable, tell | Online Safety | * Revisiting SMART - Safe, meeting, accepting, reliable, tell |
| **Relationships** | Identity, Society and Equality - Celebrating difference | * Pupils learn about valuing the similarities and differences between themselves and others * Pupils learn about what is meant by community * Pupils learn about belonging to groups | Identity, Society and Equality - Democracy | * about Britain as a democratic society * about how laws are made * learn about the local council * School Parliament and Eco Council Elections |
| Democracy | * School Parliament and Eco Council Elections | Sex and relationships – Growing up and changing | * about the way we grow and change throughout the human lifecycle |
| **Economic wellbeing** | Saving, spending and budgeting | * about what influences people’s choices about spending and saving money * how people can keep track of their money * about the world of work |  |  |

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|  | **Year 5 and 6 Cycle A** | | **Year 5 and 6 Cycle B** | |
|  | **Theme** | **Pupils learn** | **Theme** | **Pupils learn** |
| **Physical health and wellbeing (body)** | In the media? | * that messages given on food adverts can be misleading * about role models * about how the media can manipulate images and that these images may not reflect reality | Staying healthy | * Review prior units and explore with children importance of maintaining physical health (exercise, nutrition, sleep etc) through adolescence and adulthood. * Revisit 5 Ways to Wellbeing |
| **Mental health and wellbeing (mind)** | Dealing with feelings | * About a wide range of emotions and feelings and how these are experienced in the body * About times of change and how this can make people feel * About the feelings associated with loss, grief and bereavement * Five Ways to Wellbeing | Healthy Minds | * About what mental health is * About what can affect mental health and some ways of dealing with this * About some everyday ways to look after mental health * About the stigma and discrimination that can surround mental health |
| **Mental health and emotional wellbeing** | Feeling Good & Being Me | * Self Belief - Commando Joe’s | Feeling Good & Being Me | * Self -integrity * Commando Joe’s |
| Friends & Family | * Unhealthy friendships and relationships | Friends & Family | * Celebrating friendship |
| Life Changes & Transition | * Aspirations to manage change positively | Life Changes & Transition | * Moving on |
| Strong Emotions | * Strong emotions and mental health * Zones of Regulation | Strong Emotions | * Happiness * Zones of Regulation |
| Being the same and being different | * Stigma | Being the same and being different | * Body image/Social media |
| Solving problems and making it better | * Talking it through – restorative practice approach | Solving problems and making it better | * Revisit Restorative Practice |
| **Keeping safe and managing risk (incl Drug, Alcohol and Tobacco education)**  \*(**incl. road, water, fire, bike, community**) | When things go wrong | * about keeping safe online * that violence within relationships is not acceptable (link to Operation Encompass visits) * about problems that can occur when someone goes missing from home | Out and about | * about feelings of being out and about in the local area with increasing independence * about recognising and responding to peer pressure * about the consequences of anti-social behaviour |
| Different influences | * about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis * about different influences on drug use – alcohol, tobacco and nicotine products * strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol | Weighing up risk | * about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs * about assessing the level of risk in different situations involving drug use * about ways to manage risk in situations involving drug use |
| Online Safety | * Managing risks of communication technologies * Using and applying SMART thinking * Choosing and using appropriate technologies – including email | Online Safety | * Personal information – knowing the risks and keeping it safe * Choosing and using appropriate technologies – including messaging and social media * Identify and deal with irresponsible and unsafe behavior online |
| **Relationships** | Identity, Society and Equality – Stereotypes, discrimination and prejudice | * about stereotyping, including gender stereotyping * Diversity – Different Families * about prejudice and discrimination and how this can make people feel | Human rights | * about people who have moved to Islington from other places, (including the experience of refugees) * about human rights and the UN Convention on the Rights of the Child * about homelessness |
| Sex and Relationships | * about the physical changes associated with puberty * about menstruation * about the impact of puberty in physical hygiene and strategies for managing this * how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty * strategies to deal with feelings in the context of relationships * to answer each other’s questions about puberty with confidence, to seek support and advice when they need it | Sex and relationships | * about the changes that occur during puberty * to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact * what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships * about human reproduction in the context of the human lifecycle * how a baby is made and grows (conception and pregnancy) * about roles and responsibilities of carers and parents * to answer each other’s questions about sex and relationships with confidence, where to find support and advice when they need it * about the importance for girls to be protected against FGM |
| **Economic wellbeing** | Borrowing and earning money | * that money can be borrowed but there are risks associated with this * about enterprise * what influences people’s decisions about careers |  | * Enterprise project – ‘Summer Stalls’ for children across school to access. |