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

|  |  |  |
| --- | --- | --- |
|  | **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 & OthersDemocracy | * 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
 |  |  |

|  |  |  |
| --- | --- | --- |
|  | **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 challengesCommando 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
 |  |  |

|  |  |  |
| --- | --- | --- |
|  | **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.
 |