

Buckshaw Primary School

PSHE CURRICULUM OVERVIEW



Buckshaw Primary School is a friendly and caring school in which the children are supported and encouraged through lessons, assemblies and playtime to achieve their best in every aspect of their learning. We believe it is important to nurture individuals and develop pride and mutual respect for each other and our school within our diverse and inclusive community.

Our PSHE education programme promotes our school ethos and is underpinned by the school values of 'Ambition', 'Resilience', 'Respect' and 'Wellbeing.' We believe that PSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through the election of class representatives, who make up the 'School Council'. They are encouraged to voice their views, ideas and opinions through this process and pupil questionnaires, thus making a positive contribution to the school community. Through Citizenship, the pupils find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society. Buckshaw will encourage children to talk to their parents and carers by communicating effectively to parents' topics discussed in class.

PSHE Nursery 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	How great am I!	Bright and Beautiful!	Plan it, Make it, and Change it!	Growing Up Wild!	Where Are We?	Summer Splash
Personal, Social and Emotional Development Development Matters Doc	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
Managing Self Self regulation Making relationships	Class rules: Behavioural expectations in the class/boundaries set Class rules Who can I ask for help? What makes me special? Who is special to me? Feelings and emotions Can you identify emotions? When do you show these emotions? Oral hygiene: teeth cleaning Handwashing It’s ok to be different.	I can... (resilience) I am caring How can we be kind and caring to others. Road Safety. Trying to become more independent. Celebrating our differences. Showing understanding of others feelings. Staying safe. Mental health and wellbeing.	What can we build together? What’s safe to go in my body? Listening to my feelings Keeping safe online Yoga and wellbeing	Being helpful and caring to our friends and adults in class. Show understanding of the Life stages, plants, animals and humans Life stages. Continue to explore what we can do. Show care for our world and living things.	Continue to build resilience Being kind to living creatures Follow rules and instructions while out and about. Making healthy choices Know the people who help to keep me safe. Build awareness of the community around us.	Reflecting on the changing weather and seasons throughout of year together Life cycle of land and sea creatures, Transition into Reception Reception readiness Importance of regular exercise and a healthy life style.
Birth to Three: Find ways to calm themselves, through being calmed and comforted by their key person. • Establish their sense of self. • Express preferences and decisions. They also try new things and start establishing their autonomy. • Engage with others through gestures, gaze and talk. • Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. • Find ways of managing transitions, for example from their parent to their key person. • Thrive as they develop self-assurance. • Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. • Feel strong enough to express a range of emotions. • Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. • Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. • Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. • Learn to use the toilet with help, and then independently.						

	<p>Three to Four: • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices.</p>
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PSHE Reception 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me	Lets celebrate	Explorers	Growing	Amazing animals	Under the sea
Personal, Social and Emotional Development Development Matters Doc	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
Managing Self Self regulation Making relationships	<u>Me and My Relationships</u> All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings 1 & 2 (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings. Oral hygiene: teeth cleaning Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules	<u>Valuing Difference</u> I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on	<u>Keeping myself safe</u> What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	<u>Rights and responsibilities</u> Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Looking after money Healthy eating: Fruit kebabs/making a fruit smoothie	<u>Being my best</u> Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating (2 weeks) Move your body A good nights sleep Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)	<u>Growing and changing</u> Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Getting bigger Transition into Year 1 Year 1 readiness
Early Learning Goals: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly . Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate . Give focused attention to what the teacher says , responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.						

	<p>* Controlling own feelings and behaviours *Applying personalised strategies to return to a state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task*Being able to ignore distractions *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty.</p>
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PSHE Curriculum 2021- 2022 (Questions to be taught)

	Autumn Black History (1 st -31 st Oct) Remembrance Day (11 th Nov) World Mental Health Day (10 th Oct) World Alzheimer’s Day (20 th Sept) Children in Need (19 th Nov)			Spring Children’s Mental Health Week (7 th -13 th Feb) Safer Internet Day (8 th Feb) International Women’s Day (8 th March) International Day of Happiness (20 th March) World Oral Health Day (20 th March) Global Money Week (28 th March) International Transgender Day of Visibility (31 st March)			Summer Healthy Eating Week (14 th June) Walk to School Week (16 th -20 th May)		
	Relationships	Living in the Wider World	Health & Wellbeing	Relationships	Living in the Wider World	Health & Wellbeing	Relationships	Living in the Wider World	Health & Wellbeing
	Families and friendships	Belonging to a community	Physical health and Mental wellbeing	Safe relationships	Media literacy and digital resilience	Growing and changing	Respecting ourselves and others	Money and work	Keeping safe
Year 1	<p>Roles of different people; families; feeling cared for:</p> <p>What does it mean to be a family? What is a trusted adult and who are your trusted adults? Who do we talk to when we are worried?</p>	<p>What rules are; caring for others’ needs; looking after the environment:</p> <p>Why are rules important? How can we look after our wildlife garden? What does being responsible mean?</p>	<p>Keeping healthy; food and exercise, hygiene routines; sun safety:</p> <p>How do we look after our Mental Health? How do we stay healthy in and out of school? How can our local community help us to stay healthy?</p>	<p>Recognising privacy; staying safe; seeking permission:</p> <p>What is a trusted adult and who are your trusted adults? How do we prevent unkindness on the playground? What parts of our body are private? When do we ask permission to touch someone?</p>	<p>Using the internet and digital devices; communicating online:</p> <p>How does the internet work? How is the internet useful? What children use the internet for and how do they stay safe?</p>	<p>Recognising what makes them unique and special; feelings; managing when things go wrong (Bereavment to be covered through Robie Harris’ Goodbye Mousie):</p> <p>What makes us special and unique?</p>	<p>How behaviour affects others; being polite and respectful:</p> <p>What is a trusted adult and who are your trusted adults? What does respect mean?</p> <p>What rules would you have in the classroom – would they be different to the ground rules?</p>	<p>Strengths and interests; jobs in the community:</p> <p>What do the words aspiration and resilience mean? What do we need to do to reach our goals? What jobs are there in our local community?</p>	<p>How rules and age restrictions help us; keeping safe online:</p> <p>Why are there age restrictions on games, movies etc? Can you create some safety rules to give Reception for when they go on the internet? What is a trusted adult?</p>

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Year 2	Families and friendships	Belonging to a community	Physical health and Mental wellbeing	Safe relationships	Media literacy and digital resilience	Growing and changing	Respecting ourselves and others	Money and work	Keeping safe
	<p>Making friends; feeling lonely and getting help</p> <p>What does it mean to be a friend? What are the qualities of a good friend? Who can you speak to if you are feeling lonely? What is a trusted adult and who are your trusted adults?</p>	<p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>What groups do you belong to? What responsibilities do you have within school? What similarities and differences do you share with a friend?</p>	<p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>What is a good sleep routine? What is medicine and how does it help us? What are the important rules around taking medicine? What are feelings? Who can you speak to about your feelings?</p>	<p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>What is a trusted adult and who are your trusted adults? What is a secret? When can it be unhealthy to follow the crowd? What is hurtful behaviour? What do you do if you feel a victim of hurtful behaviour?</p>	<p>The internet in everyday life; online content and information</p> <p>What is the internet? How can we access the internet? How can we access the internet safely? What are basic safety rules when using the internet?</p>	<p>Growing older; naming body parts; moving class or year</p> <p>What changes as we get older? What are the differences between KS1 and KS2?</p>	<p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>What is a trusted adult and who are your trusted adults? What is cooperation? What is compromise and why is it important?</p>	<p>What money is; needs and wants; looking after money</p> <p>What is money and how is it used? How many forms of money are there? How can money be kept and looked after? What is the difference between a need and a want?</p>	<p>Safety in different environments; risk and safety at home; emergencies</p> <p>How do we recognise a dangerous place? How do we respond to an accident? What do we do if someone is hurt? How do we get help in an emergency?</p>
Year 3	Families and friendships	Belonging to a community	Physical health and Mental wellbeing	Safe relationships	Media literacy and digital resilience	Growing and changing	Respecting ourselves and others	Money and work	Keeping safe

	What makes a family; features of family life	The value of rules and laws; rights, freedoms and responsibilities	Health choices and habits; what affects feelings (Bereavement to be covered through Michael Rosen's Sad Book & the Heart and the Bottle); expressing feelings	Personal boundaries; safely responding to others; the impact of hurtful behaviour	How the internet is used; assessing information online	Personal strengths and achievements; managing and reframing setbacks	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Different jobs and skills; job stereotypes; setting personal goals	Risks and hazards; safety in the local environment and unfamiliar places
	What are different types of families? What does a family provide? How can people care for one another? What do I do if I feel unhappy or unsafe? What is a trusted adult and who are your trusted adults?	Why do we have rules and laws? What are human rights? What are your rights? How do rights and responsibilities connect?	How do daily choices affect health? What are healthy/unhealthy choices? What is a healthy, balanced diet? How are our feelings affected positively and negatively? Do we all express feelings in the same way?	What is a trusted adult and who are your trusted adults? What information should I share? What are my privacy/personal boundaries? How do I stay safe online? What is bullying? Who do I tell if I see hurtful behaviour?	What are the positive uses of the internet? How can things we see online be altered? How do you know that what you see online is correct? Why do we have age restrictions? How do I report something online that concerns me?	What makes you unique? How do your strengths and interests show your identity? What are my strengths? How do I deal with challenges?	What is a trusted adult and who are your trusted adults? What is respectful behaviour? What does respect mean? How do people around the world show respect?	Why are jobs split into different sectors? What are work related stereotypes? Do you need certain skills for specific jobs? How could your interests help you get a job? What are your goals for the next year?	Can I see potential hazards at home and school? How do I manage hazards in everyday life? What is important for fire safety? Why do we have and follow safety rules? How do you stay safe in the local area or places you do not know?
Year 4	Families and friendships	Belonging to a community	Physical health and Mental wellbeing	Safe relationships	Media literacy and digital resilience	Growing and changing	Respecting ourselves and others	Money and work	Keeping safe

	Positive friendships, including online	What makes a community; shared responsibilities	Maintaining a balanced lifestyle; oral hygiene and dental care	Responding to hurtful behaviour; managing confidentiality; recognising risks online	How data is shared and used	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Respecting differences and similarities; discussing difference sensitively (Bereavement to be covered through Michael Rosen's Sad Book & he Heart and the Bottle)	Making decisions about money; using and keeping money safe	Medicines and household products; drugs common to everyday life
	How do I know who is a friend online? What makes a positive relationship with a friend? Who can I speak to if I have issues with friendships? What is a trusted adult and who are your trusted adults?	Which communities do we belong to? How can I do to help my community? What makes a strong community?	How can I sustain a balanced healthy lifestyle? Are there techniques I can practise when I need support? Where can I get information about good oral hygiene and dental care?	What is a trusted adult and who are your trusted adults? Do I know who to speak with if I am unsure about something online? How do I respond appropriately to hurtful behaviour?	Why is information shared online? How is information used online? What information can I shared safely?	Do I know who I can speak to about the changes in my body? Why are the changes to my body happening? Can I identify and name the external genitalia? Why is my body private and how can I ensure I keep my body private?	What is a trusted adult and who are your trusted adults? Do I know how to discuss differences sensitively? What are the boundaries/rules when discussing differences and similarities in the classroom?	How can I keep my money safe and use it wisely? What aspirations do I have for my career? Do I know the steps I would need to take to begin my future career?	How do we store medicines safely? Do I know how to access medication whilst in school? What are safe/unsafe medications to take? Why do we need to follow guidance around medicines.
Year 5	Families and friendships	Belonging to a community	Physical health and Mental wellbeing	Safe relationships	Media literacy and digital resilience	Growing and changing	Respecting ourselves and others	Money and work	Keeping safe

	<p>Managing friendships and peer influence.</p> <p>How to empathise with others when they have annoyed you? How do I regulate my emotions when I am angry? What is a trusted adult and who are your trusted adults?</p>	<p>Protecting the environment; compassion towards others</p> <p>Am I aware of the impact my behaviour has on the environment? Can I make suggestions on how to protect the local environment ?</p>	<p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>What are your opinions on vaccinations? To understand how healthy habits improve our healthy relationship.</p>	<p>Physical contact and feeling safe</p> <p>To understand how physical contact can impact others.</p> <p>What is a trusted adult and who are your trusted adults? Am I aware that physical contact makes others feel uncomfortable?</p>	<p>How information online is targeted; different media types, their role and impact.</p> <p>Can I understand how different media can affect people's views on controversial topics?</p>	<p>Personal identity; recognising individuality and different qualities; mental wellbeing (Bereavement to be covered through Michael Rosen's Sad Book & he Heart and the Bottle).</p> <p>Do I know that there is support available to support my mental health?</p>	<p>Responding respectfully to a wide range of people; recognising prejudice and discrimination.</p> <p>What is a trusted adult and who are your trusted adults?</p> <p>Am I aware of what constitutes discriminatory behaviour.</p> <p>Do I know what I should do if I witness discriminatory behaviour?</p>	<p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p>Can I identify how my interests can/should affect my career choices?</p>	<p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <p>Do I know who to contact in emergency situations?</p>
Year 6	Families and friendships	Belonging to a community	Physical health and Mental wellbeing	Safe relationships	Respecting ourselves and others.	Keeping safe	Media literacy and digital resilience	Money and work	Growing and changing
	Attraction to others; romantic relationships; civil partnership and marriage	Valuing diversity; challenging discrimination and stereotypes	What affects mental health and ways to take care of it; managing change, loss and bereavement (Bereavement to be covered through	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues.	Keeping personal information safe; regulations and choices; drug use and the	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risk	Human reproduction and birth; increasing independence; managing transition
		What is prejudice?		What is a trusted adult and who are			Why do people manipulate photos?	What influences	

<p>What is a trusted adult and who are your trusted adults? What does it mean to be attracted to someone? What is the difference between gender identity and sexual orientation? What are the qualities of a healthy relationship? How do couples show their love and commitment to one another?</p>	<p>What is the difference between prejudice and discrimination? How can I safely respond to and challenge discrimination? What are stereotypes? How can I challenge stereotypes?</p>	<p>Michael Rosen's Sad Book & he Heart and the Bottle); managing time online</p> <p>What is mental health and why is it important? How can I positively manage my feelings? Where can I go for support if I need it? What changes may occur in my life? What is grief? How can I ask for help with change? Why should I balance my online activity with other activities? How can I build positive online habits?</p>	<p>your trusted adults? What are the differences between a healthy and unhealthy relationship? Am I aware of the possible consequences of peer pressure? How can I respond to peer pressure? How can I assess risk? Do I know what consent means?</p>	<p>What is a trusted adult and who are your trusted adults? How can I be a positive role model? Can I discuss issues respectfully? How can I constructively challenge point of views? How can I manage conflict or disagreement?</p>	<p>law; drug use and the media</p> <p>How can I protect my personal information online? Can I identify which images are appropriate to share and those that are not? Why are age restrictions important? What are the risks and effects of different drugs? What does the media show about drugs?</p>	<p>Why do social media sites have age restrictions? What is fake news? What are the laws about sharing things online? How can I report inappropriate content?</p>	<p>decisions on money? How do I know if something is value for money? How can I be a critical consumer? What are the risks associated with money? How can money be gained or lost?</p>	<p>What changes as I grow up? What does being independent feel like? How may changes affect my feelings? How can I manage times of change? What is an intimate relationship? How does pregnancy occur? What are the responsibilities of a parent?</p>
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