



Wheeler's Lane Primary School Curriculum Overview

PSHE (Personal, Social, Health and Economic Education)

AUTUMN 1						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
THEMES COVERED	Class rules/rights charter/school code of conduct Mental Wellbeing	Class Rules/Rights charter/School Code of conduct / Mental wellbeing/ Respectful relationships	Class Rules/Rights charter/School Code of conduct / Mental wellbeing/ Respectful relationships	Class Rules/Rights charter/School Code of conduct / Community / respectful relationships /Mental wellbeing/ Respectful relationships	Class Rules/Rights charter/School Code of conduct / Community / Being safe / Caring friendships	Class Rules/Rights charter/School Code of conduct / Mental health and wellbeing/ Respectful relationships
LESSON FOCUS	New beginnings Feelings ways to calm down getting on and falling out – Anger Good to be me – feelings Feeling worried and anxious Relationships	Good and not so good feelings and 3 Big feelings I can sometimes tell if people are feeling scared Good to be me getting on and falling out Being overwhelmed by feelings of anger.	Do the right thing What it feels to be sad/happy/scared Calming myself down Feeling surprised Feeling relaxed Getting on and falling out What are my triggers for anger?	Belonging to a community Feeling Valued and respected/ valuing and respecting myself and others Mental wellbeing and my family	What are Values? Rights for every child The value of Love honour and courage Value of friendship Conflict resolution	democracy People important to me Managing my feelings Worried feeling Being Assertive Coping with uncomfortable feelings Managing challenges and change
KiVa			L1: To know that KiVa stands for a positive school environment. Understand that everyone has the right to a safe learning environment Know more about yourself and your classmates L2: Know what is meant by emotions Have thought about the kinds of emotions and the different situations in which we experience them	<i>continue talking about KiVa and addressing the units aims through discussions and where appropriate links made in other curriculum areas.</i>	L1: To know that KiVa stands for a positive school environment. Understand that everyone has the right to a safe learning environment Understand that being alone is different from being together and that both of them are important. Understand the importance of respect in human relationships and know what is respectful and disrespectful	<i>continue talking about KiVa and addressing the units aims through discussions and where appropriate links made in other curriculum areas.</i>

			Understand the difference between emotions and actions		behaviour Understand what interpersonal communication is and what problems it might present. L2: Know what a group is Have thought of examples of a friendly group Understand characteristics of communication in a group Understand that sometimes in a group you end up behaving in a manner you don't really want to (group pressure) Understand that in a group people have different kinds of roles and that the group itself contributes to defining those roles. Know how to join a group and how to help others to be included in a group Have thought of what kind of group their own class is	
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AUTUMN 2						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
THEMES COVERED	Being safe/Internet safety and harms/online relationships	Being safe/ Internet safety and harms/Online relationships / Caring Friendships/ Respectful relationships	Mental wellbeing / Being Safe	Mental Wellbeing/Caring friendships / Being safe	Caring Friendships / Mental Wellbeing/Being safe/Respectful relationships /mental wellbeing	Respectful relationships/ Mental wellbeing/Being safe/Families and people who care for me.
LESSON FOCUS	online safety Sharing pictures Firework Safety	Online safety Sameness and difference Respecting differences Firework Safety	Everyday feelings Expressing feelings Managing feelings Firework Safety	Friendship tokens dealing with Anger – short/long fuse dealing with changes dealing with loss Understanding different types of bullying Firework Safety	Value of being in a gang/group and Negative values of being in a gang/group Unsafe behaviour of friends Feeling angry/resolving disputes Bullying and Bystanders The value of life Bullying, hate and race crime Reporting a crime Firework Safety	Respecting differences in other people. Challenging prejudice and discrimination Firework Safety
KiVa			Anti-bullying Week: L3: Know what a group is Have thought of examples of a friendly group Have learned new things about your classmates by taking part in the exercises Know how to join a group and how to help others to be included in the group Have thought about different emotions you may have as a group member L4: Have thought about both the ways and the	<i>continue talking about KiVa and addressing the units aims through discussions and where appropriate links made in other curriculum areas.</i>	Anti-bullying Week: L3: Know what bullying is and be able to recognise bullying situations Also know what is not bullying (a conflict/fight) Know different forms of bullying Know how common a problem bullying is Understand that even though bullying is common it is not acceptable Know who to tell about bullying and how it is tackled in school L4: Understand the concept of hidden	<i>continue talking about KiVa and addressing the units aims through discussions and where appropriate links made in other curriculum areas.</i>

			importance of taking other people into consideration Have thought about the positive characteristics there are in other people and also in myself		bullying Understand what mixed messages are Know what cyberbullying is Understand that hidden bullying is also harmful and forbidden Know ways to protect themselves online	
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SPRING 1						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
THEMES COVERED	Drugs, alcohol and tobacco Education and Being safe	Drugs Education	Drugs, alcohol and tobacco	Drugs Alcohol and tobacco/ Respectful relationships/Being safe	Drugs Alcohol and Tobacco / Internet safety and harms/online relationships	Drugs Education / CHALLENGING EXTREMISM
LESSON FOCUS	How to keep safe Who helps me get better? What goes onto my body? What goes into my body?	What is a drug? What is safe or harmful? Who can help us?	What is a drug? Effects of smoking Cost of smoking	Making choices Persuasion and risk taking Resisting Peer influence Being assertive Assertive/ passive/ aggressive	Alcohol consequences and effects Alcohol and the law Alcohol in the media Value of Law Drugs/theft and age of criminal responsibility Online safety in the wider world	Legal and illegal drugs Attitudes and beliefs/ stereotypes Asking for help Stereotyping and extremism
KiVa			L5: Understand what bullying is Understand that bullying differs from accidentally inflicted harm (someone accidentally bumps into you and you fall over), an argument or playful teasing. Understand what being bullied may feel like Know the most common consequences of being bullied Know that in this school, bullying will not be tolerated and that it will be dealt with immediately. L6: Understand the meaning of bystanders in bullying situations Have thought about my own behaviour in bullying situations and I am motivated to change	<i>continue talking about KiVa and addressing the units aims through discussions and where appropriate links made in other curriculum areas.</i>	L5: Understand what being bullied may feel like Know the most common consequences of being bullied Understand that being bullied might affect your life even after many years Have thought about the well-being of others in the class as a group and the possible changes that have taken place L6: Have thought about their own attitudes towards bullying Have noticed that most of the children in the class have an attitude against bullying Have understood that you don't always act according to your actual attitude (group pressure)	<i>continue talking about KiVa and addressing the units aims through discussions and where appropriate links made in other curriculum areas.</i>

			it Understand that it is everyone's responsibility to reduce bullying		Know the roles in bullying situations Have thought about their own behaviour in bullying situations	
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SPRING 2						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
THEMES COVERED	Healthy Eating/physical health and fitness	Healthy Eating/Physical health and fitness	Self esteem / Healthy Eating/Physical health and fitness	Healthy Eating/Physical health and fitness/Health Prevention / Respecting ourselves and others	Healthy Eating / Health and prevention / Physical Health and Fitness	Healthy Eating/ physical health and fitness / Online relationships/Being safe/ Internet Safety and harms
LESSON FOCUS	What is a healthy lifestyle To identify healthy foods / balanced diet Effects on body of eating healthily and unhealthily Effects of exercise on the body.	What is a healthy/unhealthy Lifestyle? To identify healthy foods / balanced diet Effects on body of eating healthily and unhealthily keeping teeth health	Inclusion Bacteria/viruses and germs Healthy Lifestyle and benefits of exercise Benefits of food in my body	Healthy Lifestyle – Influences on my decision Balanced diet – How energy is measured. to know how to balance energy in and out Importance of dental health routines Diversity	Healthy lifestyle choices for a healthy lifestyle Diet and regular physical activity. Maintaining dental health leisure time and benefits of relaxation Good nights sleep	Reading food labels Online contact Wellbeing and social media
KiVa			L7: Have identified ways to support the target Have thought about why it might be hard to take the target's side Understand that even small gestures /actions can make the target feel better L8: Understand that bullying is not the target's fault and that no-one should give into being bullied Know what assertiveness means and how being assertive can reduce bullying Know ways of how to act in bullying situations	<i>continue talking about KiVa and addressing the units aims through discussions and where appropriate links made in other curriculum areas.</i>	L7: Have identified ways to support the target Have thought about why it might be hard to take the target's side Understand that even small gestures/actions can make the target feel better Have tried out different ways of behaving in a bullying situation L8: Know what I could do if I get bullied Know what not to do if they get bullied Know what assertiveness is Know what happens in our school if a teacher finds out someone is being bullied Know that it may feel difficult to tell anyone about bullying (shame)	<i>continue talking about KiVa and addressing the units aims through discussions and where appropriate links made in other curriculum areas.</i>

SUMMER 1						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
THEMES COVERED	Families and people who care for me/caring friendships/respectful relationships/safe relationships - RSE	Families and people who care for me/ Being safe - RSE	Families and people who care for me/Respectful relationships Being safe / Internet safety and harms/Online relationships - RSE	Respectful relationships / Being safe / Changing adolescent body / Internet safety and harms/Online relationships - RSE	Changing adolescent body / Being Safe/Families and people who care for us. - RSE	Families and people who care for me/ Being safe/ Caring friendships/respectful relationships - RSE
LESSON FOCUS	<p>People in my life</p> <p>Families and people who care for me.</p> <p>Keeping friendships</p> <p>To recognise that people are different ages.</p> <p>People who can help.</p> <p>Naming Body parts Safe and unsafe touches and NSPCC rule</p>	<p>Different types of families</p> <p>Feelings in families – recognising feeling safe/unsafe</p> <p>I can tell when I feel cared for/love or care for someone.</p> <p>Naming Body parts Safe and unsafe touches and NSPCC rule</p>	<p>Males /females - stereotypes</p> <p>Body part differences/ Family differences/ stereotypes of families</p> <p>Personal Space/ touch /unwanted touch</p> <p>Be internet sharp and alert - protecting online reputation/reliable information</p>	<p>Positive relationships</p> <p>Puberty changes</p> <p>NSPCC safe and unsafe touches</p> <p>Dangers of personal photos and sharing them online</p>	<p>Puberty</p> <p>Puberty and hygiene</p> <p>Menstruation and wet dreams</p> <p>Unhealthy relationships</p> <p>Safe and unsafe touches</p> <p>NSPCC underwear rule</p>	<p>Puberty in preparation for reproduction</p> <p>Different types of adult relationships</p> <p>healthy/unhealthy relationships</p> <p>Safe and unsafe touches</p> <p>dealing with inappropriate touches including FGM</p> <p>Conception and pregnancy</p> <p>How a baby is born</p>
KiVa			<p>L9: To think about the topics covered in KiVa lessons through a story</p>	<p><i>continue talking about KiVa and addressing the units aims through discussions and where appropriate links made in other curriculum areas.</i></p>	<p>L9: Have revised the anti-bullying rules that the class have created over the year</p> <p>Have thought about what the rules mean in their class</p> <p>Have thought about what the class could do in the future so that there would be no more bullying</p> <p>Know the consequences for breaking the rules</p>	<p><i>continue talking about KiVa and addressing the units aims through discussions and where appropriate links made in other curriculum areas.</i></p>

SUMMER 2						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
THEMES COVERED	Basic First Aid / Road safety / Financial capability	Basic First Aid / Road safety / Financial capability	Basic First Aid / Road safety / Financial capability	Basic First Aid / Road safety / Financial capability	Basic First Aid / Road safety / Financial capability / Mental Wellbeing/Being safe/Respectful relationships	Basic First Aid / Road safety / Financial capability / Mental Health and well being lessons
LESSON FOCUS	<p>Calling 999 Dealing with head injuries Stepping stones to road safety Be bright be seen What's the value? Things that money can't buy</p>	<p>Dealing with burns calling 999 Safety first lesson Road Rangers Why is it important to save money?</p>	<p>Calling for help and Bites and Stings Do you stop, look, listen and think? Links between jobs and money Exploring risk</p>	<p>Calling for help and Asthma Road safety How can I pay for things? MoneySense - How do I plan a simple budget?</p>	<p>Calling for help and Bleeding local issues around road safety. Value of money Value of positive thinking Making decisions – uh-oh signs and early warning signs</p>	<p>Calling for help and Choking Recovery position Road safety How can I use a bank account? How can I keep my money safe? transition to secondary school</p>
KiVa			<p>L10: Have reviewed the anti-bullying rules of the class created during the school year Be committed to following the rules during the next school year. Have received positive feedback on your actions as a group member</p>	<p><i>continue talking about KiVa and addressing the units aims through discussions and where appropriate links made in other curriculum areas.</i></p>	<p>L10: Have thought about how you feel the situation in class has changed. Have seen how others experience it Have thought about how we they have contributed to the change / the fact that the situation has remained the same</p>	<p><i>continue talking about KiVa and addressing the units aims through discussions and where appropriate links made in other curriculum areas.</i></p>