

PSHCE curriculum overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">N 3 & 4 Year Olds (Development Matters 2020)</p>	<p style="text-align: center;">Ourselves</p> <p>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.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p style="text-align: center;">Colour and Light</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p>	<p style="text-align: center;">Once upon a Time</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p>	<p style="text-align: center;">Mini-Beasts</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p>	<p style="text-align: center;">Transport and Journeys</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p style="text-align: center;">Great Outdoor Explorers</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p>

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R In Reception (Development Matters 2020)	Ourselves See themselves as a valuable individual.	Space See themselves as a valuable individual.	People who help us See themselves as a valuable individual.	Animals See themselves as a valuable individual.	Water See themselves as a valuable individual.	Great Outdoor Explorers See themselves as a valuable individual.

	<p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs: Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • having a good sleep routine 	<p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs: Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs: Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs: Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs: Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs: Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian
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					<ul style="list-style-type: none"> • having a good sleep routine • being a safe pedestrian 	
1	<p>Physical health and wellbeing: Fun times</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about food that is associated with special times, in different cultures • about active playground games from around the world • about sun-safety 	<p>Keeping safe and managing risk: Feeling safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • safety in familiar situations • about personal safety • about people who help keep them safe outside the home 	<p>Identity, society and equality: Me and others</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about what makes themselves and others special • about roles and responsibilities at home and school • about being co-operative with others 	<p>Drug, alcohol and tobacco education: What do we put into and on to bodies?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • 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 	<p>Mental health and emotional wellbeing: Feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about different types of feelings • about managing different feelings • about change or loss and how this can feel 	<p>Careers, financial capability and economic wellbeing: My money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about where money comes from and making choices when spending money • about saving money and how to keep it safe <p>about the different jobs people do</p>
2	<p>Physical health and wellbeing: What keeps me healthy?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about eating well • about the importance of physical activity, sleep and rest <p>about people who help us to stay healthy and well and about basic health and hygiene routines</p>	<p>Mental health and emotional wellbeing: Friendship</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about the importance of special people in their lives • about making friends and who can help with friendships (on and off-line) • about solving problems that might arise with friendships (on and off-line) 	<p>Sex and relationship education: Boys and girls, families</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • 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 	As Spring 1 (cont...)	<p>Keeping safe and managing risk: Indoors and outdoors</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about keeping safe in the home, including fire safety • about keeping safe outside • about road safety 	<p>Drug, alcohol and tobacco education: Medicines and me</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • why medicines are taken • where medicines come from • about keeping themselves safe around medicines <p>Asthma lesson for Year 2, 3 or 4</p> <p>that medicines can be used to manage and treat medical conditions</p>

			<p>male and female children</p> <ul style="list-style-type: none"> ● 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 			<p>such as asthma, and that it is important to follow instructions for their use</p>
3	<p>Drug, alcohol and tobacco education: Tobacco is a drug</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● 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 <p>Asthma lesson for Year 2, 3 or 4</p> <p>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</p>	<p>Keeping safe and managing risk:</p> <p>Bullying – see it, say it, stop it</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● 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 	<p>Mental health and emotional wellbeing: Strengths and challenges</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about celebrating achievements and setting personal goals ● about dealing with put-downs ● about positive ways to deal with set-backs 	<p>Identity, society and equality: Celebrating difference</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● Pupils learn about valuing the similarities and differences between themselves and others ● Pupils learn about what is meant by community <p>Pupils learn about belonging to groups</p>	<p>Careers, financial capability and economic wellbeing: Saving, spending and budgeting</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about what influences people’s choices about spending and saving money ● how people can keep track of their money ● about the world of work 	<p>Physical health and wellbeing: What helps me choose?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● 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

<p>4</p>	<p>Identity, society and equality: Democracy Pupils learn:</p> <ul style="list-style-type: none"> ● about Britain as a democratic society ● about how laws are made ● learn about the local council 	<p>Drug, alcohol and tobacco education: Making choices Pupils learn:</p> <ul style="list-style-type: none"> ● 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 <p>Asthma lesson for Year 2, 3 or 4 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</p>	<p>Physical health and wellbeing: What is important to me? Pupils learn:</p> <ul style="list-style-type: none"> ● 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 	<p>Keeping safe and managing risk: Playing safe Pupils learn:</p> <ul style="list-style-type: none"> ● 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 	<p>Sex and relationship education: Growing up and changing Pupils learn:</p> <ul style="list-style-type: none"> ● about the way we grow and change throughout the human lifecycle ● about the physical changes associated with puberty ● about menstruation and wet dreams ● 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 	<p>As Summer 1 cont...</p>
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					confidence, to seek support and advice when they need it	
5	<p>Physical health and wellbeing: In the media</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● 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 	<p>Identity, society and equality: Stereotypes, discrimination and prejudice (including tackling homophobia)</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about stereotyping, including gender stereotyping ● workshop from Diversity Role Models or Equaliteach about prejudice and discrimination and how this can make people feel 	<p>Keeping safe and managing risk: When things go wrong</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about keeping safe online ● that violence within relationships is not acceptable ● about problems that can occur when someone goes missing from home 	<p>Mental health and emotional wellbeing: Dealing with feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● 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 	<p>Drug, alcohol and tobacco education: Different influences</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● 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 	<p>Careers, financial capability and economic wellbeing: Borrowing and earning money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● that money can be borrowed but there are risks associated with this ● about enterprise ● what influences people’s decisions about careers
6	<p>Keeping safe and managing risk:</p> <p>Keeping safe - out and about</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about feelings of being out and about in the local area with increasing independence 	Spr 1 cont...	<p>Drug, alcohol and tobacco education: Weighing up risk</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, 	<p>Identity, society and equality: Human rights</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about people who have moved to Islington from other places, (including the experience of refugees) 	<p>Mental health and emotional wellbeing: Healthy minds</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● what mental health is ● about what can affect mental health and some ways of dealing with this 	<p>Sex and relationship education: Healthy relationships / How a baby is made</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about the changes that occur during puberty ● to consider different attitudes and values

	<ul style="list-style-type: none"> ● about recognising and responding to peer pressure ● about the consequences of anti-social behaviour (including gangs and gang related behaviour) <p>FGM Pupils learn:</p> <ul style="list-style-type: none"> ● about the importance for girls to be protected against FGM 		<p>medicines and other legal and illegal drugs</p> <ul style="list-style-type: none"> ● about assessing the level of risk in different situations involving drug use about ways to manage risk in situations involving drug use 	<ul style="list-style-type: none"> ● about human rights and the UN Convention on the Rights of the Child about homelessness 	<ul style="list-style-type: none"> ● about some everyday ways to look after mental health about the stigma and discrimination that can surround mental health 	<p>around gender stereotyping and sexuality and consider their origin and impact</p> <ul style="list-style-type: none"> ● 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 <p>Additional lessons: Not taught at Ashmount (schools will want to</p>
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						<p>consider including these lessons, as part of SRE policy development)</p> <ul style="list-style-type: none">● some myths and misconceptions about HIV, who it affects and how it is transmitted● about how the risk of HIV can be reduced that contraception can be used to stop a baby from being conceived
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