

Whole School overview – PHSE



This plan is based on lessons from Coram Life Education

| | Au1 | Au2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
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| Year 1 Theme | Me and My Relationships | Valuing Differences | Keeping Myself Safe | Rights and Responsibilities | Being my Best | Growing and Changing |
| | <p>Name a variety of different feelings and explain how these might make me behave.</p> <p>Think of some different ways of dealing with 'not so good' feelings.</p> <p>Know when I need help and who to go to for help. I can tell you some different classroom rules.</p> | <p>Say ways in which people are similar as well as different.</p> <p>Say why things sometimes seem unfair, even if they are not.</p> | <p>Say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).</p> <p>Give examples of how I keep myself healthy.</p> <p>Say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</p> | <p>Give some examples of how I look after myself and my environment - at school or at home.</p> <p>Also say some ways that we look after money.</p> | <p>Name a few different ideas of what I can do if I find something difficult.</p> <p>Say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</p> | <p>Identify an adult I can talk to at both home and school. If I need help</p> <p>Tell you some things I can do now that I couldn't do when I was a toddler.</p> <p>Tell you what some of my body parts do.</p> |
| Year 2 Theme | Me and My Relationships | Valuing Differences | Keeping Myself Safe | Rights and Responsibilities | Being My Best | Growing and Changing |
| | <p>Tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</p> <p>Suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.</p> <p>Give lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</p> <p>Most of the time I can express my feelings in a safe, controlled way.</p> | <p>Say how I could help myself if I was being left out.</p> <p>Give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.</p> | <p>Give some examples of safe and unsafe secrets and think of safe people who can help if something feels wrong.</p> <p>Give other examples of touches that are ok or not ok (even if they haven't happened to me) and identify a safe person to tell if I felt 'not OK' about something.</p> <p>Explain that they can be helpful or harmful, and say some examples of how they can be used safely.</p> | <p>Give examples of when I've used some of these ideas to help me when I am not settled in the classroom.</p> | <p>Name different parts of my body that are inside me and help to turn food into energy. Know what I need to get energy.</p> <p>Explain how setting a goal or goals will help me to achieve what I want to be able to do.</p> | <p>Tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.</p> <p>Give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</p> <p>Give examples of how to give feedback to someone.</p> |
| Year 3 Theme | Me and My Relationships | Valuing Differences | Keeping Myself Safe | Rights and Responsibilities | Being My Best | Growing and Changing |
| | <p>Show that I can usually accept the views of others and understand that we don't always agree with each other.</p> <p>Give lots of ideas about what I can do to be a good friend and tell some different ideas for</p> | <p>Give examples of different community groups and what is good about having different groups.</p> <p>Talk about examples in our classroom where respect and</p> | <p>Say what I could do to make a situation less risky or not risky at all.</p> <p>Say why medicines can be helpful or harmful.</p> | <p>Say some ways of checking whether something is a fact or just an opinion.</p> <p>Say how I can help the people who help me, and how I can do this. I can give an example of this.</p> | <p>Give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this.</p> | <p>Name a few things that make a positive relationship and some things that make a negative relationship.</p> <p>Tell you what happens to the woman's body when the egg isn't fertilised, recognising that</p> |

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| | how I make up with a friend if we've fallen out. | tolerance have helped to make it a happier, safer place. | Tell you a few things about keeping my personal details safe online. Explain why information I see online might not always be true. | | Explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it. | it is the lining of the womb that comes away. Identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable. |
| Year 4 Theme | Me and My Relationships | Valuing Differences | Keeping Myself Safe | Rights and Responsibilities | Being My Best | Growing and Changing |
| | <p>Give a lot of examples of how I can tell a person is feeling worried just by their body language.</p> <p>Say what I could do if someone was upsetting me or if I was being bullied.</p> <p>Explain what being 'assertive' means and give a few examples of ways of being assertive.</p> | <p>Say a lot of ways that people are different, including religious or cultural differences.</p> <p>Explain why it's important to challenge stereotypes that might be applied to me or others.</p> | <p>Give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</p> <p>Say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>Give examples of positive and negative influences, including things that could influence me when I am making decisions.</p> | <p>Explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.</p> <p>Explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.</p> <p>Give examples of these decisions and how they might relate to me.</p> | <p>Give a few examples of different things that I do already that help to me keep healthy.</p> <p>Give different examples of some of the things that I do already to help look after my environment.</p> | <p>Label some parts of the body that only boys have and only girls have.</p> <p>List some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).</p> <p>Tell you why people get married.</p> |
| Year 5 Theme | Me and My Relationships | Valuing Differences | Keeping Myself Safe | Rights and Responsibilities | Being My Best | Growing and Changing |
| | <p>Give a range of examples of our emotional needs and explain why they are important.</p> <p>Explain why these qualities are important.</p> <p>Give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p> | <p>Give examples of different faiths and cultures and positive things about having these differences.</p> <p>Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p> | <p>Give examples of things that might influence a person to take risks online. I can explain that I have a choice.</p> <p>Say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.</p> | <p>Give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.</p> <p>Give a few different examples of things that I am responsible for to keep myself healthy. explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.</p> | <p>Give an example of when I have had increased independence and how that has also helped me to show responsibility.</p> <p>Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p> | <p>Explain what resilience is and how it can be developed.</p> <p>List ways that I can prepare for changes (e.g. to get the facts, talk to someone).</p> <p>Have ability to identify when I need help and can identify trusted adults in my life who can help me.</p> |

| Year 6 Theme | Me and My Relationships | Valuing Differences | Keeping Myself Safe | Rights and Responsibilities | Being My Best | Growing and Changing |
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| | <p>Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>Give examples of negotiation and compromise.</p> <p>Explain what inappropriate touch is and give example.</p> | <p>Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>Explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p> | <p>Explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</p> <p>Explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.</p> <p>Explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p> | <p>Explain why people might change their social media profiles (why they are showing certain aspects of themselves) and how social media can affect how a person feels about them self.</p> <p>Explain what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.</p> <p>Explain the advantages and disadvantages of different ways of saving money.</p> | <p>Tell you how I can overcome problems and challenges on the way to achieving my goals.</p> <p>Give examples of an emotional risk and a physical risk.</p> | <p>Give an example of a secret that should be shared with a trusted adult.</p> <p>Tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.</p> <p>Give examples of other ways in which the way a person feels about them self can be affected (e.g. images of celebrities).</p> |