



Red Hall Primary School PSHE OVERVIEW 2020-21

"Our mission as teachers is not just to transmit knowledge, but to form human beings, to construct a worthy, beautiful human race, in order to take care of our precious planet." By Thich Nhat Hanh page xvii Happy Teachers).

- Meditation will take place daily through Mindfulness.

Topic Weeks- focus in assemblies:

Road Safety

Water Safety

Transition to another class/school

Aspiration Day

Internet safety- taught in computing.

	Autumn 1: Health and wellbeing (Mental Health)	Autumn 2: Relationships (Types of relationships)	Spring 1: Relationships (Healthy/unhealthy)	Summer: Health and Wellbeing (Physical Health)	Summer 1: Health and wellbeing (PANTS and Keeping Safe)	Summer 2: Living in the wider World
Nursery	<ul style="list-style-type: none"> • Being a good friend • Our feelings • Wishing upon a star - what would you wish for? Feelings of Nursery Rhyme characters 	<ul style="list-style-type: none"> • Helping others • Favourite Nursery rhymes • Is it safe? • Look What I Can Do! • Keeping warm - dressing for Winter and zipping coats independently 	<ul style="list-style-type: none"> • Looking after a bear (arrives in class with a letter) • Being kind • How we are different • Managing our behaviour • Perseverance • I belong 	<ul style="list-style-type: none"> • Working together • Favourite colours • What we like/dislike • Looking after our things • Feelings of characters - Goldilocks/It's the Bear • Teddy Bear meditation (Twinkl) 	<ul style="list-style-type: none"> • Favourite animals • Playing in a group • Understanding feelings of others • Feelings of characters - Little Red Hen 	<ul style="list-style-type: none"> • Truthfulness and honesty • Sharing • Sun safety • Feelings of characters - Farmer Duck • Transition to Reception
Rec	<ul style="list-style-type: none"> • What makes me special • How are we unique • Likes/dislikes 	<ul style="list-style-type: none"> • Who's important to me; • My family • My friends 	<ul style="list-style-type: none"> • I can make good choices • How to be a good friend 	<ul style="list-style-type: none"> • How do I cross the road safely? • Water safety • ESafety 	<ul style="list-style-type: none"> • E-safety • NSPCC Pants Campaign 	<ul style="list-style-type: none"> • I know who helps me at home, in school, in the community

<p>Year 1</p>	<p>To identify my feelings about the new school year To identify key rules to keep us safe in PSHE lessons. To recognise and describe different feelings in themselves and others x2 To know that feelings change and that not everyone experiences the same feeling in the same situation To understand that I can have 'big' feelings. To know how to manage big feelings x2</p>	<p>To investigate the roles of different people in my life To identify the people who care for me To investigate different types of families To identify common features of family life. To explore the importance of telling an adult if they are unhappy or worried. To explore what is kind and unkind behaviour and how it can effect others To know how to keep safe at home.</p>	<p>• How to show I care</p> <p>To investigate how I can treat myself and others with respect. To recognise the ways in which we are the same and different to others To explore how to play and work cooperatively. To explore how to talk about and share their opinions on things that matter to me. To identify how people may feel if they experience hurtful behaviour or bullying. To know that hurtful behaviour offline or online is not acceptable and how to report bullying</p>	<p>To know what keeping healthy means To know about different types of food and the effect on the body To know that physical activity helps us to keep healthy To know why sleep is important To know how to keep ourselves clean To know how to keep safe in the sun To know what to do if someone is hurt</p>	<p>NSPCC Pants</p>	<p>• British Values</p> <p>To know what rules are and why they are needed To explore our British Values and what each one means. To explore the different roles and responsibilities people have in their communities To recognise the ways in which they are similar and different to other people To explore how we can stay safe around the roads To explore how we can look after our environment</p>
<p>Year 2</p>	<p>To identify the challenges and hopes we have for the start of a new school year. To identify key rules to keep us safe in PSHE lessons. To identify different emotions To know that my behaviour impacts the feelings of others around me.</p>	<p>To identify how people make friends and what makes a good friendship. To identify how to recognise when I or someone else feels lonely and what to do. To explore strategies to resolve arguments between friends. To know how to ask for help if a friendship is making them unhappy.</p>	<p>To know that sometimes people may behave differently online, sometimes pretending to be somebody they are not. To know how to respond safely to adults they do not know. To know techniques for resisting pressure to do something they do not want to do and which make them unsafe.</p>	<p>To know that medicines can help people keep healthy but when used incorrectly they can be harmful. To know how to keep my teeth healthy To know that people's needs change as they grow older. To learn about different ways to</p>	<p>NSPCC Pants</p> <p>To name the different parts of the body</p>	<p>To know what rules are and why they are needed To explore our British Values and what each one means. To explore the role of the internet and understand that not everything read online is the truth. To explore what money is and how people make</p>

	<p>To identify situations that create emotion and how that emotion feels.</p> <p>To know that my behaviour impacts the feelings of others around me.</p> <p>To explore my emotions using the four zones</p> <p>To understand that my emotions can change throughout the day</p>	<p>To identify that bodies and feelings can be hurt by words and actions (online and offline)</p> <p>To know that hurtful behaviour offline or online is not acceptable and how to report bullying</p>	<p>To know what to do if they feel unsafe or worried.</p> <p>Focus on Childline.</p>	<p>learn and play (break time offline)</p> <p>To identify how rules and age restrictions keep us safe.</p>		<p>different choices about what to do with money.</p> <p>To explore that different people have different strengths</p> <p>To learn about the different jobs in our community</p> <p>To explore the different strengths and interests someone might need to do different jobs.</p>
<p>Year 3&4 Cycle A</p>	<p>To identify the challenges and hopes we have for the start of a new school year.</p> <p>To identify key rules to keep us safe in PSHE lessons.</p> <p>To identify my emotion triggers</p> <p>To explore sensory calming strategies for big emotions x2 sessions</p> <p>To explore tools for calming big emotions</p> <p>To develop positive self talk</p>	<p>To recognise there are different types of relationships</p> <p>To recognise the different ways people care for one another</p> <p>To recognise and respect different family structures</p> <p>To recognise shared characteristics of a healthy family life</p> <p>To identify if family relationships are making me feel unhappy and what to do.</p>	<p>To recognise if a friendship (online/offline) is making them uncomfortable and what strategies to take.</p> <p>To identify the impact of bullying, including offline and online.</p> <p>To explore strategies to respond to hurtful behaviour (offline/online)</p> <p>To explore discrimination and how to challenge it.</p> <p>To explore privacy and personal boundaries- what is appropriate in friendships and wider relationships (including online)</p> <p>Focus on Childline</p>	<p>To know how to make informed decisions about health.</p> <p>To understand the elements of a balanced, healthy lifestyle.</p> <p>To explore choices that support a healthy lifestyle and recognise what might influence these.</p> <p>To recognise that habits can have a positive or negative effect on a healthy lifestyle</p> <p>To understand what good physical health means and how to recognise early signs of physical illness.</p>	<p><u>NSPCC Pants</u></p>	<p>To recognise reasons for rules and laws</p> <p>To recognise there are human rights to protect everyone</p> <p>To understand the relationship between rights and responsibilities</p> <p>To explore the importance of having compassion towards others</p> <p>Focus on Democracy x2</p>

				<p>To recognise what makes a healthy diet</p> <p>To recognise how regular exercise benefits mental and physical health.</p>		
<p>Year 3 & 4 Cycle B</p>	<p>To identify the challenges and hopes we have for the start of a new school year.</p> <p>To identify key rules to keep us safe in PSHE lessons.</p> <p>To know the different feelings and emotions people experience.</p> <p>To know how feelings and emotions change and what helps people to feel good</p> <p>To understand that emotions can change in intensity.</p> <p>To learn ways of expressing feelings and emotions and why this is important</p> <p>To learn ways of expressing feelings and emotions and why this is important</p>	<p>To recognise the importance of friendships, strategies for building positive friendships.</p> <p>To identify the features of a positive, healthy friendship (online and face to face)</p> <p>To recognise how knowing someone online differs from face to face relationships.</p> <p>To identify the importance of seeking support if feeling lonely or excluded.</p> <p>To know that healthy relationships make people feel included</p> <p>To know strategies to resolve disputes.</p>	<p>To recognise if a friendship (online/offline) is making them uncomfortable and what strategies to take.</p> <p>To identify how to respond safely to adults they encounter that they do not know.</p> <p>To identify safe and unsafe secrets</p> <p>To recognise pressure from others to do something that makes me feel uncomfortable and strategies for managing this.</p> <p>To recognise where to get advice and report concerns if worried about my own or others safety.</p> <p>Focus on Childline</p>	<p>To understand reasons for following regulations and restrictions (age restrictions)</p> <p>To know how to predict, assess and manage risk in different situations</p> <p>To identify hazards that may harm in the home.</p> <p>To identify the importance of taking medication correctly</p> <p>To identify strategies for keeping safe in the local environment</p>	<p><u>NSPCC Pants</u></p>	<p>To know what living in a community means</p> <p>To value the different contributions that people and groups make to the community</p> <p>To understand what the word diversity means and how living in a diverse community can benefit us all.</p> <p>To explore stereotypes and how these can negatively influence behaviours and attitudes towards others.</p> <p>To explore prejudice and how to identify behaviours and actions which discriminate against others</p> <p>To recognise ways in which the internet and social media can be used both positively and negatively.</p>
					<p><u>TO BE TAUGHT IN YEAR GROUPS- YEAR 5 ONLY!!!!</u></p>	

<p>Year 5 and 6 Cycle A</p>	<p>To identify the challenges and hopes we have for the start of a new school year. To identify key rules to keep us safe in PSHE lessons. To know the different feelings and emotions people experience. To manage different emotions in different situations To know how to get help, advice and support with feelings and emotions</p>	<p>To identify different relationships To know that people may be attracted to someone emotionally, romantically. To know marriage and civil partnership is a legal declaration of commitment. To know that forcing anyone to marry against their will is a crime. To identify strategies for recognising and managing peer influence To recognise if a friendship online or offline is making them feel unsafe</p>	<p>To recognise if a friendship (online/offline) is making them uncomfortable and what strategies to take. To know that personal behaviour can affect others (online and offline) To explore the importance of self respect. To recognise that everyone, including myself, should be treated with respect by others (online/offline) To identify strategies to create personal boundaries Focus on Childline</p>	<p>To explore how sleep contributes to a healthy lifestyle. To explore the importance of personal hygiene To explore the importance of dental hygiene How to seek support if they are worried about their health The importance of balancing their time online To know how to respond in an emergency situation.</p>	<p>Puberty talks by school nurse: To identify the physical and emotional change that happen in puberty. To explore hygiene routines based around puberty. To find out where to get more information about puberty.</p>	<p>To learn how to assess the reliability of sources of information online. To recognise things that are appropriate to share and things that are not to be shared on social media. To develop strategies to evaluate the reliability of sources and identify misinformation.</p>
					<p><u>TO BE TAUGHT IN YEAR GROUPS- YEAR 6 ONLY!!!!</u></p>	
<p>Year 5 and 6 Cycle B</p>	<p>To identify the challenges and hopes we have for the start of a new school year. To identify key rules to keep us safe in PSHE lessons. To identify what is mental health and how we can support it. To identify how feelings and emotions are affected and can be managed at</p>	<p>To explore my personal identity x2 To understand that for some people gender identity does not correspond with their biological gender To recognise my individuality and personal qualities To identify personal strength, skills and achievements</p>	<p>To explore how to manage setbacks. To understand how change and loss can affect feelings. To explore the new opportunities and responsibilities increasing independence may bring. To recognise that everyone, including myself, should be treated with respect by others (online/offline)</p>	<p>To explore what it is meant by first aid.</p>	<p>Sex education talks from School Nurse To explore the risks and effects of legal drug (cigarettes, vaping, alcohol and medicines) To recognise there are laws surrounding the use of legal drugs To explore why people choose to use or not use legal</p>	<p>To explore stereotypes and how these can negatively influence behaviours and attitudes towards others. To explore prejudice and how to identify behaviours and actions which discriminate against others To recognise ways in which the internet and social media can be used</p>

	changing, challenging or difficult times		To recognise things that are appropriate to share and things that are not to be shared on social media.		drugs (nicotine, alcohol, medicines) To explore the mixed messages from the media and the organisations that support people.	both positively and negatively. To find out about refugees.
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NSPCC – underwear rule and pants campaign	https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/
NSPCC – share aware campaign	https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/
UN Convention of Human Rights in child speak	https://s-media-cache-ak0.pinimg.com/originals/84/87/0c/84870ca2ed82f47d9d5e917b2a9aedcd.jpg https://www.unicef.org.uk/what-we-do/un-convention-child-rights/
Chatterbox – charity for refugees to engage in becoming language tutors in the UK	https://wearechatterbox.org/
Anti-bullying week 11 th -15 th November Change starts with us	https://www.anti-bullyingalliance.org.uk/anti-bullying-week/anti-bullying-week-2019-change-starts-us
Road Safety	http://think.direct.gov.uk/education/early-years-and-primary/ http://www.brake.org.uk/
Child safety – range of issues covered	http://www.childsafetyweek.org.uk/resources/
E-safety, ChildNet resources	http://www.childnet.com/resources/esafety-and-computing
Parliament KS2 resources	https://www.parliament.uk/education/teaching-resources-lesson-plans/introduction-to-parliament-ks2-video/
Parliament KS1 resources from CBBC	http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/uk/uk_parliament/newsid_1708000/1708966.stm
Parliament loan box – FREE resources to order	https://www.parliament.uk/education/teaching-resources-lesson-plans/parliament-loan-box/

Magna Carta	https://www.theguardian.com/childrens-books-site/2015/jun/15/magna-carta-800-years-guide http://www.bbc.co.uk/schools/primaryhistory/british_history/magna_carta/teachers_resources.shtml
First Aid – Red Cross tools	http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children/What-is-first-aid
999 – knowing what to do and who to call, Red Cross tools	http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children/Emergency-action
Puberty resources for KS2	http://www.bbc.co.uk/education/topics/z3xxsbk/resources/1
Racism – giving it the red card	https://www.teachingenglish.org.uk/article/show-racism-red-card
Friendship issues – including bullying, falling out, making friends	http://www.bbc.co.uk/education/topics/zy77hyc/resources/1
Oxfam – link to resources	http://www.oxfam.org.uk/education/resources
Link to resources from The Guardian on all issues above	http://teachers.theguardian.com/subject/1019/PSHE