

## Northway Community Primary School – Key Learning Overview – PSHE – CYCLE 1

	<b>KNOWING MYSELF</b>	<b>KEEPING &amp; STAYING SAFE</b>	<b>LIVING IN THE WIDER WORLD</b>
<b>EYFS</b>	<p style="text-align: center;"><b>Relationships/Feelings and emotions</b></p> <ul style="list-style-type: none"> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Express their feelings confidently.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Develop a strong sense of self-esteem and see themselves as a valuable individual.</li> <li>Manage their own needs.</li> <li>Build constructive and respectful relationships.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	<p style="text-align: center;"><b>Keeping and staying safe and healthy</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> <li>Know and talk about the different factors that support their overall health and well-being.                             <ul style="list-style-type: none"> <li>-regular physical activity</li> <li>-healthy eating</li> <li>-toothbrushing</li> <li>-sensible amounts of 'screen time'</li> <li>-having a good sleep routine</li> <li>-being a safe pedestrian</li> </ul> </li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>	<p style="text-align: center;"><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Develop a strong sense of self-esteem and see themselves as a valuable individual.</li> <li>Develop an understanding of how to stay safe in a range of contexts.</li> <li>Understand that they can make an impact on the world around them by caring for the environment.</li> <li>Begin to make changes to their immediate environment to create a more sustainable planet.</li> </ul>
<b>Y1 &amp; Y2</b>	<p style="text-align: center;"><b>Relationships/Feelings and emotions</b></p> <ul style="list-style-type: none"> <li>Understand how we care for others.</li> <li>Be able to describe the common features of family life.</li> <li>Identify the characteristics of healthy family life, feeling loved, safe, protected and stable.</li> <li>Understand how to be a good friend.</li> <li>Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>Know how to deal with bullying/ negative behaviours.</li> <li>Understand what it means to ask for permission.</li> <li>Identify private areas of the body and know which parts should be private.</li> </ul>	<p style="text-align: center;"><b>Keeping and staying safe and healthy</b></p> <ul style="list-style-type: none"> <li>Understand why it is important to stay safe when crossing the road.</li> <li>Be able to recognise what may put me or others at risk whilst by roads.</li> <li>Understand what we can do to keep healthy.</li> <li>Understand why we need to wash our hands.</li> <li>Know that food is needed for our bodies to be healthy and to grow.</li> <li>Develop a basic understanding of abuse (NSPCC materials at an age appropriate level) and recognise the signs of abuse.</li> <li>Understand that abuse is never their fault, and they have the right to be safe.</li> </ul>	<p style="text-align: center;"><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>Understand why we should look after living things.</li> <li>Be able to identify how we can look after living things both inside and outside of the home.</li> <li>Be able to explain the meaning of reduce, reuse, and recycle.</li> <li>Recognise how we can help look after our planet.</li> <li>Understand different ways we can receive money.</li> <li>Know how to keep money safe.</li> <li>Be able to recognise the differences between being responsible and being irresponsible.</li> <li>Understand that we are responsible for our own health and know that we should tell an adult if we hurt ourselves or bump our heads.</li> </ul>

	<ul style="list-style-type: none"> <li>• Know the difference between appropriate and inappropriate touch.</li> <li>• Understand that mental health is about the way we think and feel about ourselves and the world around us.</li> <li>• Understand there are a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. (Key focus jealousy)</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to get help, and the sources of help available to them, including Childline service.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand computers, the internet, and rules to keep safe.</li> <li>• Understand how your online activity can affect others.</li> <li>• Know who and how to ask for help.</li> </ul>
<b>Y3 &amp; Y4</b>	<p><b>Relationships/Growing and changing/ Feelings and emotions</b></p> <ul style="list-style-type: none"> <li>• Understand that families can go through difficult times, and if you ever feel unhappy or unsafe, talking to a trusted adult is always really important.</li> <li>• Identify the characteristics of a healthy relationship.</li> <li>• Understand that conflicts will occur in friendships and how to resolve them calmly.</li> <li>• In school and in wider society, you can expect to be treated with respect by others, and in turn, you should show due respect to others, including those in positions of authority.</li> <li>• Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>• Understand what it means to give and ask for permission- introduce the term CONSENT.</li> <li>• Understand personal boundaries.</li> <li>• Be able to recognise and name emotions and their physical effects.</li> <li>• Learn a range of skills for coping with unpleasant/uncomfortable emotions.</li> <li>• Understand that feelings can be communicated with and without words (In relation to separation, loss and grief)</li> </ul>	<p><b>Keeping and staying safe and healthy</b></p> <ul style="list-style-type: none"> <li>• Understand the differences between safe and risky choices.</li> <li>• Be able to understand ways we can keep ourselves and others safe at home. (In relation to staying safe at home/leaning out of windows)</li> <li>• Know, understand, and be able to practise simple safety rules about medicine.</li> <li>• Identify and name situations that may require first aid. (Focus on asthma and anaphylactic shock)</li> <li>• Know how to contact emergency services.</li> <li>• Understand what we can do to keep healthy.</li> <li>• Know that food is needed for our bodies to be healthy and to grow.</li> <li>• Develop an understanding of abuse (NSPCC materials at an age appropriate level) and recognise the signs of abuse.</li> <li>• Understand that abuse is never their fault, and they have the right to be safe.</li> <li>• Know how to get help, and the sources of help available to them, including Childline service.</li> </ul>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>• Understand the differences between borrowing and stealing.</li> <li>• Understand different ways we can receive money.</li> <li>• Be able to describe the skills you may need in a future job or career.</li> <li>• Be able to recognise the differences between wants and needs.</li> <li>• Be able to practise simple ways of staying safe and finding help.</li> <li>• Know that even small fires can be very dangerous.</li> <li>• Understand the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• Understand people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• Be able to identify possible dangers and consequences of talking to strangers online.</li> <li>• Identify where and how to report concerns and get support with issues online.</li> </ul>
<b>Y5 &amp; Y6</b>	<p><b>Relationships/Growing and changing/ Feelings and emotions</b></p> <ul style="list-style-type: none"> <li>• Mental health is about the way we think and feel about ourselves and the world around us.</li> <li>• Identify characteristics of good mental health.</li> </ul>	<p><b>Keeping and staying safe and healthy</b></p> <ul style="list-style-type: none"> <li>• Recognise ways to manage peer pressure.</li> <li>• Explain the potential outcomes that may happen when we take risks.</li> </ul>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>• Recognise what worry might feel or look like.</li> <li>• Describe actions that a person can take if they are worried. (In relation to transition and change)</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• Understand that conflicts will occur in friendships and how to resolve them.</li> <li>• Understand that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• Identify ways to increase connections with other people to support mental wellbeing.</li> <li>• Understand what it means to give and ask for permission- use the term CONSENT.</li> <li>• Explain strategies for responding to unwanted physical contact.</li> <li>• Identify who to tell and what to do if any physical contact makes them feel unsafe, uncomfortable, or worried.</li> <li>• Understand the importance of self-respect and how this links to their own happiness.</li> <li>• Understand the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• Identify the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• Understand menstrual wellbeing including the key facts about the menstrual cycle.</li> <li>• Understand the terms 'conception' and 'reproduction'.</li> <li>• Describe the function of the female and male reproductive systems.</li> <li>• Identify the various ways adults can have a child.</li> <li>• Identify the laws around consent.</li> <li>• Recognise that everyone experiences emotions, and that these can have physical effects on our body, both pleasant and unpleasant. (In relation to anger)</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how smoking can affect your immediate and future health and wellbeing.</li> <li>• Develop basic First Aid support skills, looking at the recovery position for an unresponsive breathing casualty.</li> <li>• Understand how to support someone with a head injury, experiencing a seizure or severe bleeding.</li> <li>• Understand how to support someone who is having a heart attack, choking, has a minor burn/scald or has a fractured bone.</li> <li>• Know how to contact emergency services.</li> <li>• Understand abuse in all its forms and recognise the signs of abuse. (NSPCC- age appropriate)</li> <li>• Understand that abuse is never their fault, and they have the right to be safe.</li> <li>• Know how to get help, and the sources of help available to them, including our Childline service.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the differences between primary and secondary school.</li> <li>• Explain different ways of managing change.</li> <li>• Understand and explain why people might want to save money.</li> <li>• Budget for items you would like to buy.</li> <li>• Describe caring and considerate behaviour, including the importance of looking out for others.</li> <li>• Demonstrate why it is important to behave in an appropriate and responsible way.</li> <li>• Identify how making some choices can impact others' lives in a negative way.</li> <li>• Describe the positive and negative consequences of sharing images online.</li> <li>• Identify some of the ways in which we are different and unique.</li> <li>• Describe strategies to overcome barriers and promote diversity and inclusion.</li> <li>• Identify examples of different types of stereotyping.</li> <li>• Recognise how stereotyping may have a negative effect on someone's behaviour, aspirations and feelings about themselves.</li> <li>• Identify positive actions to challenge stereotyping.</li> </ul>
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## Northway Community Primary School – Key Learning Overview – PSHE – CYCLE 2

	<b>KNOWING MYSELF</b>	<b>KEEPING &amp; STAYING SAFE</b>	<b>LIVING IN THE WIDER WORLD</b>
<b>EYFS</b>	<p style="text-align: center;"><b>Relationships/Feelings and emotions</b></p> <ul style="list-style-type: none"> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Express their feelings confidently.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Develop a strong sense of self-esteem and see themselves as a valuable individual.</li> <li>Manage their own needs.</li> <li>Build constructive and respectful relationships.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	<p style="text-align: center;"><b>Keeping and staying safe and healthy</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> <li>Know and talk about the different factors that support their overall health and well-being.                             <ul style="list-style-type: none"> <li>-regular physical activity</li> <li>-healthy eating</li> <li>-toothbrushing</li> <li>-sensible amounts of 'screen time'</li> <li>-having a good sleep routine</li> <li>-being a safe pedestrian</li> </ul> </li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>	<p style="text-align: center;"><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Develop a strong sense of self-esteem and see themselves as a valuable individual.</li> <li>Develop an understanding of how to stay safe in a range of contexts.</li> <li>Understand that they can make an impact on the world around them by caring for the environment.</li> <li>Begin to make changes to their immediate environment to create a more sustainable planet.</li> </ul>
<b>Y1 &amp; Y2</b>	<p style="text-align: center;"><b>Relationships/Feelings and emotions</b></p> <ul style="list-style-type: none"> <li>Understand that others' families, either in school or in the wider world, sometimes look different from your own family. However, you should respect those differences and know that other children's families are also characterised by love and care for each other.</li> <li>Identify their own family unit and the value of spending time together.</li> <li>Understand that if you feel unhappy or unsafe you must talk to a trusted adult in school.</li> <li>Identify that separation and divorce can leave us feeling a range of emotions and talking through how we feel, with a trusted adult is always really important.</li> <li>Understand different types of relationships.</li> </ul>	<p style="text-align: center;"><b>Keeping and staying safe and healthy</b></p> <ul style="list-style-type: none"> <li>Learn how to tie up laces properly.</li> <li>Understand why and how we need to brush our teeth.</li> <li>Be able to recognise the difference between good mental health and mental ill health in its simplest form and how to reach out for support.</li> <li>Talk to an adult we trust about how we feel.</li> <li>Understand the benefits of exercise, sleep, and personal hygiene.</li> <li>Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.</li> <li>Understand the difference between a fixed and growth mindset.</li> </ul>	<p style="text-align: center;"><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>Understand the importance of trying hard and not giving up.</li> <li>Understand the risks of talking to people you don't know very well in the community.</li> <li>Be able to identify the differences between being responsible and being irresponsible.</li> <li>Know what food and drink items are safe or unsafe to eat or drink.</li> <li>Be able to name potential dangers in different environments.</li> <li>Understand the types of images that you should and should not post online.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand most friendships have ups and downs, and these can often be worked through so that the friendship is repaired or even strengthened. Resorting to violence is never right.</li> <li>• Understand and learn the PANTS rules.</li> <li>• Name basic body parts and know which parts should be private.</li> <li>• Know the difference between appropriate and inappropriate touch. Understand that they have the right to say "no" to unwanted touch.</li> <li>• Understand that feelings can be shown without words. (Body language)</li> <li>• Identify what bullying and negative behaviour is and find ways to challenge unwanted behaviour.</li> <li>• Understand there are a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. (Key focus on worry and anger)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to develop strategies to support a growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of being responsible and how our actions/choices can affect others.</li> <li>• Understand why our emergency services are an important part of our community.</li> <li>• Know what a hoax call is and why it can be risky.</li> </ul>
<p><b>Y3 &amp; Y4</b></p>	<p><b>Relationships/Growing and changing/ Feelings and emotions</b></p> <ul style="list-style-type: none"> <li>• Identify the different types of relationships we can have and describe how these can change as we grow.</li> <li>• Explain how our families support us and how we can support our families.</li> <li>• Understand that friends will not always agree as we are all different, but we can show respect and resolve disagreements calmly.</li> <li>• Understand it is not always right to keep secrets if they relate to being safe. (Both on and offline)</li> <li>• Recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good.</li> <li>• Recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people.</li> <li>• In school and in wider society, you can expect to be treated with respect by others, and in turn, you should show due respect to others, including those in positions of authority.</li> <li>• Identify the difference between a joke, teasing and bullying.</li> <li>• Be able to see, understand and deal with bullying behaviours. (From both viewpoints, if you are the perpetrator or victim)</li> </ul>	<p><b>Keeping and staying safe and healthy</b></p> <ul style="list-style-type: none"> <li>• Identify strategies we can use to keep ourselves and others safe when riding a bike.</li> <li>• Explain what is meant by a balanced diet and plan a balanced meal.</li> <li>• Know how to recognise if their mental or physical health is suffering.</li> <li>• Know how and when to seek support, including which adults to speak to in school if they are worried about their mental or physical health.</li> <li>• Understand the impact that exercise and sufficient sleep/rest has on mental and physical health.</li> <li>• I know how often and long I should brush my teeth for to ensure that they are clean.</li> <li>• I know how to protect my body from bugs and viruses.</li> <li>• I know what a food allergy/intolerance is and I know how to protect people who have them.</li> <li>• Develop strategies to support a growth mindset.</li> </ul>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>• Recognise the importance of behaving in a responsible manner in a range of situations.</li> <li>• Describe a range of situations where being on time is important.</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Understand why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• Understand that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• Describe the ways in which we can contribute to our home, school, and community.</li> <li>• Explain what it means to belong to a group or community.</li> <li>• Recognise your own strengths and goals, and understand that these may be different from those around you.</li> <li>• Identify some of the ways we can overcome barriers and promote equality.</li> </ul>

	<ul style="list-style-type: none"> <li>Understand how to recognise if a relationship is making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>		
<p><b>Y5 &amp; Y6</b></p>	<p><b>Relationships/Growing and changing/ Feelings and emotions</b></p> <ul style="list-style-type: none"> <li>Understand what physical and mental wellbeing should look like for a child of their age.</li> <li>Begin to identify strategies to support their mental wellbeing.</li> <li>Describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected.</li> <li>Recognise conflicting emotions and when these might be experienced.</li> <li>Explain how feelings and emotions change over time.</li> <li>Identify positive actions to support mental wellbeing during difficult times, including identifying their personal support network.</li> <li>Understand the impact that loneliness can have on your mental wellbeing and identify strategies to help combat loneliness and connect with others.</li> <li>Identify ways to develop self-respect, understanding the importance of practising gratitude, recognizing our strengths as well as our weaknesses. Being able to view our weaknesses as areas to improve rather than things to feel ashamed of.</li> <li>Identify when something makes you feel uncomfortable, even if people refer to it as a joke, you should not have to tolerate it.</li> <li>Consider your own behaviour and if you can see your words and actions are making someone uncomfortable or unhappy you need to stop.</li> <li>Be able to see, understand and deal with bullying behaviours. (From both viewpoints, if you are the perpetrator or victim) Look at ways of combatting unwanted behaviour through personal self-esteem and confidence.</li> <li>Identify growing ways in which we communicate with our friends online.</li> <li>Understand the importance of not sharing information about yourself online and understand that once we post something online it has been seen and remains public information.</li> <li>Identify the key facts about puberty and the changing adolescent body, including physical and emotional changes.</li> </ul>	<p><b>Keeping and staying safe and healthy</b></p> <ul style="list-style-type: none"> <li>Develop and name strategies that can help keep ourselves and others safe around water.</li> <li>Develop and name strategies that can help keep ourselves and others safe around railways.</li> <li>Describe how alcohol can affect your immediate and future health.</li> <li>Assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack.</li> <li>I can recognise when I feel unwell mentally or physically.</li> <li>I know how and when to seek support regarding mental or physical health concerns.</li> <li>I know the benefits of physical activity on emotional and mental health, physical health and brain function.</li> <li>I know who to talk to if I have concerns over my physical health or if I need help to develop new routines.</li> <li>Understand how to take responsibility for my own sleep routines.</li> <li>I know how to care for my body and maintain good personal hygiene as my body changes.</li> <li>I can recall how to protect myself and others from the sun/ allergies/intolerances/common cold and flu.</li> <li>Deepen strategies to support a growth mindset.</li> <li>I know how to stay safe on the streets-stay safe campaign.</li> </ul>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>Identify their personal qualities and strengths.</li> <li>Practise effective goal setting and be aware of challenges to achieving a goal.</li> <li>Explain different ways of managing change including moving to a new high school.</li> <li>Explain what consent means.</li> <li>Recognise the importance of being honest and not stealing.</li> <li>Know and understand why some applications have age restrictions.</li> <li>Identify ways to keep yourself and others safe in a range of situations online and offline.</li> <li>Recognise that people may not always be who they say they are online.</li> <li>Recognise some of the ways in which we can spend money via technology.</li> <li>Describe the potential impact of spending money without permission.</li> <li>Know it is important to respect others, even when they are very different from you (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>Understand stereotypes can be unfair, negative, or destructive.</li> <li>Identify positive actions to challenge stereotyping.</li> <li>Understand how to stay safe on the streets from gang related or coercive behaviour. (SAFE SKILLS- GRASSING AND GROOMING-Ariel Trust)</li> <li>Describe some of the ways in which people may be influenced by others (positively and negatively).</li> <li>Explain what is meant by someone having prejudiced or extremist views.</li> <li>Describe where, when and how to seek support for self and others.</li> </ul>

	<ul style="list-style-type: none"><li>• Understand menstrual wellbeing including the key facts about the menstrual cycle.</li><li>• Understand the terms 'conception' and 'reproduction'.</li><li>• Describe the function of the female and male reproductive systems.</li><li>• Identify the various ways adults can have a child.</li><li>• Understand that marriage is a choice and that you should enter into a marriage of your own decision.</li><li>• Understand that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li></ul>		
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