OVERVIEW OF PSED PLANNING

NB.

- Safety (Upper school) and Play (Lower school) will run throughout the year
- There will be some overlap between topic areas and sections, for example mental health is explicitly taught, but also integrated throughout all six sections

	YEAR 1 OF CYCLE (2021-2022)			YEAR 2 OF CYCLE (2022-2023)			YEAR 3 OF CYCLE (2023-2024)		
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3
Lower School	All About Me	Dinosaurs	Different Environments	Holidays & Transport	Weather	Life Cycles	Recreation and Leisure	The World Around Us	People Who Help Us
PSHE Association terminology	**Self-awareness** 1. Things we are good at	**Managing feelings** 1.Identifying and expressing feelings	**Growing and changing** 3. dealing with touch	**Self-awareness** 2. kind and unkind behaviours 3. playing and working together	**World I live in** 1.Respecting differences between people 2. jobs people do	**Growing and changing** 1.Baby to adult	**Healthy lifestyles** 1.Healthy Eating	**Self-care, support and safety** 2. keeping safe 3. trust	**Self-awareness** 4. people who are special to us 5. getting on with others
	-Describe themselves and their talents. -Recognise their strengths and areas for development. -Identify hopes for the future and	-Recognise facial expressions linked to feelings - Recognise range of feelings for different people (link and dislike) - Identify	-understand the different types of daily touch experienced Different ways trusted adults may physically touch them as part of daily care, play or routine. Show appropriate	**2**. -Respond to basic emotions- what do they feel like. -How to be kind to others -Recognise unacceptable behaviour and what to do about it	1. identify differences and similarities between people Identify what people have in common -identify similar characteristics between two people	-Know what a baby looks like and what it needs -Recognise that they have changed since a baby and how their needs have changed -Identify things they can do now	- What 'being healthy' means - Identify food like/dislike - identify healthy foods and occasional foods -Recognise the influences (positive and negative) on food choices	**2**. -Recognise how to keep themselves sale -Recognise adults who can help to keep them safe - Give reasons why it is important to keep themselves safe when out alone	**4.** identify people who are special to us and give examples of how we let them know they are special to us -recognise what is meant by family and who makes up our family

	how to achieve them	things which make us feel happy, sad, angry, worried, anxious - Comfortable and uncomfortable feelings and how they make the body feel - Recognise how they might feel when experiencing a change/loss - Recognise how someone else may be feeling and how everyone experiences a range of feelings at different times (and how these change in intensity)	responses to unwanted touch and who to tell. - know that their bodies belong to them and they have the right to feel safe and know who is s trusted adult they can speak to -recognise the needs for respect for other people's bodies and to ask permission before touching them. - different types of physical contact (know how to differentiate between comfortable/uncomfortable, necessary/unnecessary) - right to protect their body from inappropriate/unwanted touching, but know when this may be necessary (ie medical	- recognise what bullying is (including online) and what to do is someone is being bullied **3.** -Demonstrate readiness to work and to turn take Identify and demonstrate actions which show courtesy to others -work and play cooperatively and 'be fair' to others -Share opinions and demonstrate ways of improving practice when working as a team -demonstrate understanding of the importance of everyone being involved (turn taking)	- not making assumptions about people, importance of being kind - consideration of online 'likes' or forwards and the impact. -Identify where they can find help/support **2.** -Identify jobs within school and wider community - consider a range of jobs and the qualities needed for that role - identify jobs they may like in the future - importance of not calling emergency services as a joke	that they couldn't as a baby -Identify stages of the human life cycle -Explain how the needs of babies, children, adults and older people differ	-Know about food allergies - what could be the dangers of eating too much 'occasional' food	or with others Name and describe feelings associated with feeling scared (worried, scared, frightened) and how a trusted adult can help -How to make it clear they require help -Follow simple rules for keeping safe near water, roads, railways and fires Responsibility to keep themselves and others safe -understand why it is important to keep persisting with asking for help if initial request has not been met -Recognise emergency situations and demonstrate how to get help (e.g 999, first aid etc) **3.** -Different methods of communication with others, and how to ask for help	- identify positive feelings we may have when we spend time with friends and family and ways they can help us when we have a problem -identify ways of getting help if someone has been unkind -Different types of family **5.** -Respond to different stimuli about feelings we may experience -Describe times they have felt unhappy with friends/family and how they could let others know how they are feeling -understand how others may feel differently and how this may lead to a 'fall out' - importance of listening to others viewpoint, about it being ok to change our opinion -What to do if worried about a friendship or relationship

			treatment, injections etc) -Bodies should be looked after (FGM) - identify who they could safely go to if they are worried about themselves or others.					-know what trust is, who trusted adults are and that there are degrees of trust - recognise what they would describe as 'private' and 'personal' - Know they shouldn't be asked to keep a secret and who to speak to if they feel uncomfortable about being asked to keep a secret. - know how to ask for help if something makes them feel worried, sad or frightened. -understand about 'pressure' to do things and how to say 'no'/where to get help	
Upper School	Healthy Me	Famous People	Ancient Egypt	From Farm to Fork	Mission To Mars & Beyond	Keen To Be Green	It's My Life	All Around the World	Eating Out

PSHE Association terminology	**Self-care, support and safety** 1.Taking care of ourselves	**Managing feelings** 2. managing strong feelings	**Changing and growing** 2. changes at puberty	**The world I live in** 6. money	**Changing and growing** 4. different types of relationships	**The world I live in** 4. taking care of the environment 5. belonging to the community	**Self-care, support and safety** 4. keeping safe online 5. public and private	**The world I live in** 3. rules and laws	**Healthy Lifestyles** 2. Taking care of physical health 3. Keeping well
	- Identify people who look after them -Ways in which they are cared for by others -Things they can do by themselves to look after themselves and keep healthy and things adults may need to help with -Identify simple ways some germs and illnesses may be spread and how this can be prevented	-Understand the different ways they can communicate their feelings to others - use a range of vocabulary to express different emotions -identify ways of helping themselves to feel better if they are sad/manage strong emotions around loss - Understand that their emotions may impact on those around them -Know how to respond to other people's emotions	-recognise, name and label body parts - note changes to body during puberty - main physical differences between male and female including height, body weight and onset of puberty (where appropriate) -Identify who they can speak to about growing and changing - describe what happens during puberty (emotions, menstruation, voice and skin changes, ejaculation) - Acknowledge that during puberty some	- identify what a shop sells and situations where money is used - recognise different coins - Recognise different ways to pay - know how to keep money safe and why some ways are better than others - know how to get money -Recognise the difference between 'need' and 'want' - know where to seek help around money	-Identify different relationships within families - Identify people who make up their family and recognise different types of families - Identify people in extended care circle (e.g grandparents, childminder, friends) - Difference between romantic relationship and friendship - People in a long term relationship may choose to live together, may choose to have children -Understand the features of a healthy and positive	**4.** -how they are cared for -how pets are cared for Importance of caring for others -How and why people take care of family and home - how can they take care of school environment - consider if wider environment is not cared for (pollution, graffiti, litter etc) **5.** -Identify different groups they belong to -Describe specific things they do in their groups and how	**4.** - recognise the ways that people communicate with each other (including online) -ways people keep safe online (Adult support, passwords etc), recognise peoples identify online may be different -give examples of how people use technology to communicate with each other. - Consideration of what information we may choose to share and the basic rules for social media and why they exist. Know who to talk to if they feel uncomfortable online	-Identify class, school and home rules - Recognise how rules can keep them safe and help people to work together - What happens if rules/laws are broken	2. Demonstrate ways of taking care of their bodies (brushing, teeth, washing face etc -Understand simple sun safety and ways to look after their skin -understand the role of sleep and the impact on not getting enough sleep - Identify the importance of balanced diet, exercise, food and rest - Role of electronic devices -Identify ways of being physically healthy **3.** Respond to pain, know how to explain the pain and who to inform

			people enjoy masturbating and that this should be done in private -Emotional and physical changes over time - Know reliable sources to seek advice on growing up		friendship/family relationship - Recognise that relationships can be between any gender	group makes them feel -What does it mean to be part of the community?- what groups make up the community? - how can they help people to feel part of the group/community?	5. - identify and recognise own belongings and know how to take care of them. -Describe feelings if belonging are lost/damaged. -Recognise it is ok to not give permission to lend belongings and to respect other people's decisions about their belongings - Recognise that there is different information they may choose to share with different people		-Role of Dr and nurses to help with pain -Role of prescribed medicines- who should take them and how (on body or in body) - substances and safety (e.g. chemicals) and how to say 'no'/seek help
Safety	SWIMMING (off site or on site) All safety skills								
	Keeping myself safe: Medicines/drugs Making choices Phoning 999/People who help us First Aid	**Online safety:** Giving out personal details Using internet to find out information Passwords	**Road safety:** Knowing where and how to cross Using crossings Knowing about lights/green man etc Will know to wait at kerb side	**Keeping myself safe:** Home safety Phoning 999/People who help us Preparing food Electrical dangers	**Online safety:** 'real friends' vs 'online friends' Safe websites Informing adults How to recognise when a website is secure	**Road safety:** Community Recognising dangers Asking for help Using maps and planning routes	**Keeping myself safe:** Knowing about yourself- address, friends, family Risk taking behaviour Saying 'no' Making choices Making mistakes and moving on	**Online safety:** Games (time limits on programmes) Social media Games for learning ICT to support learning	**Road safety:** Recognises signs Recognising landmarks/logos recognising dangers Keeping safe- clothes/reflectors etc

Elements of topic content has been supported by the PSHE Association Planning Framework for Pupils with SEND