



*Children will be inspired to become curious learners who are interested in the wider world and have the resilience and confidence to succeed in life.*



### Medlar with Wesham C of E School PSHE Whole School Overview

<u>Term</u>	<u>PSHE Themes</u>	<u>Gospel Value</u>	<u>British Value</u>	<u>Protected characteristics</u>
<b>MY HAPPY MIND CHARACTER TRAITS:</b> Love and kindness, Bravery and Honesty, Exploring and Learning, Teamwork and Friendship, Love of Life and Our World.				
<b>1</b>	<b><u>Relationships</u></b> Families and Friendship Online Safety, Media Literacy and Digital Resilience	Courage	Democracy	<p>These are aspects of a person's identity that are protected under the <b>Equality Act 2010</b>.</p> <p>This law makes it illegal to discriminate against someone based on these characteristics, helping to promote a fairer and more equal society.</p> <ul style="list-style-type: none"> <li>• age</li> <li>• disability</li> <li>• gender reassignment</li> <li>• marriage and civil partnership</li> <li>• pregnancy and maternity</li> <li>• race</li> <li>• religion or belief</li> <li>• sex</li> <li>• sexual orientation</li> </ul>
<b>2</b>	<b><u>Relationships</u></b> Safe relationships Respecting Ourselves and Others  Online Safety, Media Literacy and Digital Resilience	Respect	Respect	
<b>3</b>	<b><u>Living in the Wider World</u></b> Belonging to a Community  Online Safety, Media Literacy and Digital Resilience	Hope	Rule of Law	
<b>4</b>	<b><u>Living in the Wider World</u></b> Money and Work  Online Safety, Media Literacy and Digital Resilience	Forgiveness	Tolerance	
<b>5</b>	<b><u>Health and Wellbeing</u></b> Physical Health and Mental Well Being  Online Safety, Media Literacy and Digital Resilience	Wisdom	Liberty	
<b>6</b>	<b><u>Health and Wellbeing</u></b> Growing and Changing  Keeping Safe  Online Safety, Media Literacy and Digital Resilience	Faithfulness	Democracy Respect Rule of Law Tolerance Liberty	

### EYFS PRACTICE:

**Foundational Knowledge:** For each area of learning, granular detail about what pupils should know and be able to do as they move through the phases of the EYFS.

**Structured Story Time:** The core texts that will introduce pupils to the language, ideas and concepts that they will need to secure at different points through the EYFS.

**Opportunities and Experiences:** Ideas for how pupils will embed the foundational knowledge through direct teaching, guided activity and independent play.

<b><u>ELG's PSED</u></b>	<b><u>What will pupils know and be able to do?</u></b>	<b><u>Vocabulary</u></b>
<p><b><u>Self Regulation:</u></b></p> <p><b>Children at the expected level of development will:</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> </ul>	<ul style="list-style-type: none"> <li>▪ Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>▪ Talks about their own and others' feelings and behaviour and its consequences.</li> <li>▪ Is aware of behavioural expectations and sensitive to ideas of justice and fairness.</li> <li>▪ Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.</li> <li>▪ Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people.</li> <li>▪ Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise.</li> <li>▪ Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.</li> <li>▪ May still return to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.</li> </ul>	<p>sad, happy, angry, cross, hurt, kind</p> <p>take turns, share, help, worried, scared, excited</p> <p>fear, surprise, nervous, consequence, conflict</p>
<p><b><u>Managing Self</u></b></p> <p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <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>Recognises that they belong to different communities and social groups and communicates freely about own home and their community.</p> <ul style="list-style-type: none"> <li>▪ Is sensitive to prejudice and discrimination.</li> <li>▪ See themselves as a valuable individual, describing their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.</li> <li>▪ Show resilience and perseverance in the face of challenge.</li> </ul>	<p>same, different, choose, help, me / myself / I</p> <p>difference, choice, confident, rule, ask,</p>

<ul style="list-style-type: none"> <li>• manage their own basic hygiene and personal needs, including. dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knows that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>▪ Has a clear idea about what they want to do in their play and how they want to go about it.</li> <li>▪ Shows confidence in choosing resources and perseverance in carrying out a chosen activity.</li> </ul>	<p>community, group, belong, challenge, persevere (keep trying)</p>
<p><b><u>Building Relationships</u></b></p> <p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>• work and play cooperatively and take turns with others.</li> <li>• form positive attachments to adults and friendships with peers.</li> <li>• show sensitivity to their own and to others' needs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Build constructive and respectful relationships.</li> <li>▪ Develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.</li> <li>▪ Understand how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>▪ Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>▪ Know that families are important for children growing up because they can give love, security and stability.</li> <li>▪ Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or Back grounds), or make different choices or have different preferences or beliefs.</li> </ul> <p>*Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship.</p>	<p>care, kind, play, share, friend behaviour, friendship, problem, turn taking, relationship, difference, lonely, respect, belief</p>
<p><b><u>Health and Self-Care</u></b></p>	<p>Eat a healthy range of foodstuffs and understands need for variety in food.</p> <ul style="list-style-type: none"> <li>▪ Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures.</li> </ul> <p>Have a good understanding of basic personal hygiene – toilet flushing, clean wiping, washing hands, what you can / cannot put in your mouth.</p> <ul style="list-style-type: none"> <li>▪ Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</li> </ul>	<p>poor, wee, toilet, wash hands, clean, taste, dislike, clean teeth, hot, sweaty, safe, healthy, exercise, routine, safety,</p>

	<ul style="list-style-type: none"> <li>▪ Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad.</li> <li>▪ Shows understanding of the need for safety when tackling new challenges and considers and manages some risks, e.g. when jumping off something checks around them and the landing.</li> <li>▪ Shows understanding of how to transport and store equipment safely.</li> </ul>	danger, hygiene
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### Autumn Term

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Vocabulary</u>
	<b><u>Relationships</u></b> <b>Safe relationships</b>	<b><u>Relationships</u></b> <b>Respecting Ourselves and Others</b>	
<b>Cycle B</b> <b>Y1/2</b>	Roles of different People, families and feeling cared for.	Recognising privacy, staying safe and seeking permission. How behaviour affects others, being polite and respectful.	<b>Vocabulary of the previous year plus;</b> kindness, fairness, relationship, feelings sharing, name-calling, secrets, special people, uncomfortable, comfortable, happy, unhappy, unsafe, private, kind, unkind, respect, permission
<b>Cycle A</b> <b>Y1/2</b>	Making friends, feeling lonely and getting help.	Managing secrets, resisting pressure and getting help, recognising hurtful behaviour. Recognising things in common and differences, playing and working cooperatively, sharing opinions.	<b>Vocabulary of the previous year plus;</b> Opinion, listening, caring, teasing friend, argument, resolve, surprise, lonely, bullying, similarities, differences, bullying
<b>Year 3</b>	What makes a family? Features of family life.	Personal boundaries, safely responding to others, the impact of hurtful behaviour. Recognising respectful behaviour, the importance of self-respect; courtesy and being polite	<b>Vocabulary of the previous year plus;</b> co-operation, communication, relationship, friendship, self-esteem, aggressive, negative/positive behaviour, tolerance, anonymous, privacy, personal boundaries, online bullying, self respect, cultures.
<b>Year 4</b>	Positive friendships, including online.	Responding to hurtful behaviour, managing confidentiality, recognising risks online. Respecting differences and similarities, discussing difference sensitively.	<b>Vocabulary of the previous year plus;</b> consideration, peer-pressure, resilience, persistence, cyberbullying, bystander empathy, diversity, consequences, dares confidence,

			communicating, positive relationships, healthy relationships, mutual respect, discrimination.
<b>Year 5</b>	Managing friendships and peer influence.	Physical contact and feeling safe.	<b>Vocabulary of the previous year plus;</b> Collaboration, prejudice, conflict resolution boundaries, gender discrimination, peer influence, peer approval , strategies, resolving, acceptable, unacceptable, wanted, unwanted, physical contact, consent, permission seeking
		Responding respectfully to a wide range of people; recognising prejudice and discrimination	
<b>Year 6</b>	Attraction to others, romantic relationships, civil partnership and marriage.	Recognising and managing pressure, consent in different situations.	<b>Vocabulary of the previous year plus;</b> physical contact, racial discrimination, confidentiality, loving relationships, prejudice, civil partnership, civil marriage, boundaries, challenges, positive role models, communication, disagreement, sexual orientation, appropriate/inappropriate, forced marriage
		Expressing opinions and respecting other points of view, including discussing topical issues.	

### SPRING TERM

	<u>Spring 1</u>	<u>Spring 2</u>	<u>Vocabulary:</u>
	<u>Living in the Wider World</u> Belonging to a Community	<u>Living in the Wider World</u> Money and Work	
<b>Cycle B</b> <b>Y1/2</b>	What rules are, caring for others' needs, looking after the environment.	Strengths and interests, jobs in the community.	<b>Vocabulary of the previous year plus;</b> right/wrong, fair/unfair, rules, borrowing, making choices, jobs, fact/opinion, same/different, environment, community
<b>Cycle A</b> <b>Y1/2</b>	Belonging to a group; roles and Responsibilities, being the same and different in the community.	What money is, needs and wants, looking after money.	<b>Vocabulary of the previous year plus;</b> right/wrong, fair/unfair, rules, making decisions, local environment, spending/saving, beliefs, race, tolerance, rights, responsibilities, money, needs. Wants.
<b>Year 3</b>	The value of rules and laws, rights, freedoms and responsibilities.	Different jobs and skills; job stereotypes, setting personal goals.	<b>Vocabulary of the previous year plus;</b> communities/groups , laws, responsibility, local organisations, charity, human rights, interests, skills, achievements, gender

<b>Year 4</b>	What makes a community, shared Responsibilities.	Making decisions about money, using and keeping money .safe	<i>Vocabulary of the previous year plus;</i> discrimination, stereotype, financial management, extreme views, different community groups, data, digital footprint, fact, advertisement, budget
<b>Year 5</b>	Protecting the environment, compassion towards others.	Identifying job interests and aspirations, what influences career choices, workplace stereo-types.	<i>Vocabulary of the previous year plus;</i> democracy, sovereignty, dictatorship, government, monarchy, community roles, budget, loan, tax, interest, discount extremism, media, careers, diversity, inclusion, routes into work
<b>Year 6</b>	Valuing diversity, challenging discrimination and stereo-types.	Influences and attitudes to money, money and financial Risks.	<i>Vocabulary of the previous year plus;</i> Anarchy, United Nations, equal rights, human right, authority, diverse community, financial capability, economic wellbeing, culture, traditions, enterprise, profit/loss, debt/interest, prejudice, manipulate, restrictions, regulations, critical consumer, scams Gambling, fraud

### Summer Term

	<u>Summer 1</u>		<u>Summer 2</u>	<u>Vocabulary</u>
	<u>Health and Wellbeing</u> Physical Health and Mental Well Being	<u>Health and Wellbeing</u> Keeping Safe	<u>Health and Wellbeing</u> Growing and Changing	
<b>Cycle B Y1/2</b>	Keeping healthy, food and exercise, hygiene routines, sun safety.	How rules and age restrictions help us. Keeping safe online.	Recognising what makes them unique and special, feelings, managing when things go wrong.	<i>Vocabulary of the previous year plus;</i> Healthy, Unhealthy, Hygiene, Physical activity, Likes, Dislikes, Rules, Age restriction, feelings Risk, behaviour, safety, gender characteristics, dislike, respect private parts, new-born, baby toddler, child, teenager, adult comfortable, uncomfortable, rules, emergency



<b>Cycle A Y1/2</b>	Why sleep is important. Medicines and keeping healthy. Keeping teeth healthy. Managing feelings and asking for help.	Safety in different environments; risk and safety at home Emergencies.	Growing older, naming body parts. Moving class or year	<i>Vocabulary of the previous year plus;</i>  physical health, mental health, Sleep, dental health, medicine, vaccination, healthy eating, physical activity, risk, opinion, similar, sex, gender, male, female, body parts, diet, tolerance, offspring, elderly, normal, emotions, feelings, emergency, penis, vagina, vulva, testicles
<b>Year 3</b>	Health choices and habits. What affects feelings, expressing feelings.	Risks and hazards, safety in the local environment and unfamiliar places.	Personal strengths and achievements, managing and re-framing setbacks.	<i>Vocabulary of the previous year plus;</i>  fostering, physical, young carer, mental, mutual, responsibility, appropriate, internet safety, consideration, goal, consequences, balanced diets, strengths, interests, setbacks, hazards, personal identity, risk
<b>Year 4</b>	Maintaining a balanced lifestyle, oral hygiene and dental care.	Medicines and household products drugs common to everyday life.	Personal identity, recognising individuality and different, qualities mental wellbeing.	<i>Vocabulary of the previous year plus;</i> Lifestyle, oral hygiene, personal hygiene, physical illness, unexplainable, wellbeing, isolation loneliness, harmful, self-care, limited, benefit, target, achievement, medicines, drug, legal, illegal, nutrition, consequences, habit
<b>Year 5</b>	Healthy sleep habits, sun safety, medicines, vaccinations, immunisations and allergies.	Keeping safe in different situations including responding in emergencies first aid.	Physical and emotional changes in puberty. External genitalia, personal hygiene routines and support with puberty.	<i>Vocabulary of the previous year plus;</i> Misunderstanding, substance misuse, medicine/alcohol/drugs/tobacco Aspiration, sun safety, first aid, bacteria, viruses, personal identity Individuality, gender, emergency, unsafe, social media, physical/emotional change puberty, menstruation, menstrual cycle, sanitary towel, tampon periods, cycle, protection, hair pubic hair, armpit/underarm, deodorant, bra, breasts, sweat, privacy, ovary/ovaries, fallopian tube, wet dream, erection, ejaculation, genital, organ, mature, testicles, reproductive organs
<b>Year 6</b>	What affects mental	Keeping personal	Human reproduction, conception and birth.	<i>Vocabulary of the previous year plus;</i> peer pressure, negative pressure, gestation period, pregnancy, reproduction, birth, sperm, ovum, fertilisation, egg,

	health and ways to take care of it. Managing change, loss and bereavement. Managing time online.	information safe, regulations and choices, drug use and the law. Drug use and the media.	Increasing independence, managing transition.	conception, foetus umbilical chord, embryo, bereavement, transition, abuse, mental wellbeing, loss, grief, independence, transition, consent, committed relationships, marriage, love, personal information
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### **Media Literacy and Digital Resilience (Taught throughout the academic year complimenting Computing Curriculum)**

<b>EYFS</b>	<b>Managing Self</b> Children will know what a sensible amount of screen time is and why this is important for their health.
<b>Cycle B Y1/2</b>	Using the internet and digital devices, communicating online.
<b>Cycle A Y1/2</b>	The internet in everyday life; online content and information.
<b>Year 3</b>	How the internet is used, assessing information online.
<b>Year 4</b>	How data is shared and used.
<b>Year 5</b>	How information online is targeted, different media, types, their role and impact.
<b>Year 6</b>	Evaluating media sources, sharing things online.

	Autumn	Spring	Summer
<b>Computing Curriculum</b>	<b>Online Reputation</b> This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.	<b>Managing online information</b> This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.	<b>Privacy and security</b> This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.



		<p><b>Copy write and Ownership</b>  This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>	
<b>PSHE</b>	<p><b>Self-image and Identity</b>  This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p> <p><b>Online Bullying</b>  This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p> <p><b>Online relationships</b>  This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that</p>		<p><b>Health, well-being and lifestyle</b>  This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>

	may lead to harm and how positive online interaction can empower and amplify voice.		
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