

Uplands Manor Primary School – PSHE long term overview



Year group	Autumn 1 <i>Being in my world</i>	Autumn 2 <i>Celebrating difference</i>	Spring 1 <i>Dreams and goals</i>	Spring 2 <i>Healthy me</i>	Summer 1 <i>Relationships</i>	Summer 2 <i>Changing me</i>
	Introduce British values	Democracy	Rule of law	Individual liberty	Mutual respect, tolerance & diversity	Recap of all British values
Reception	<p>Learn & discuss</p> <ul style="list-style-type: none"> *how they have similarities and differences from their friends and how that is OK. *begin working on recognising and managing their feelings, identifying different ones and the causes these can have. * working with others and why it is good to be kind and use gentle hands. * <i>children's rights, especially</i> linked to the right to learn and the right to play. * what it means to be responsible. 	<p>Learn & discuss</p> <ul style="list-style-type: none"> * things that they are good at whilst understanding that everyone is good at different things . * being different and how that makes everyone special but also recognising that we are the same in some ways. * their homes and are asked to explain why it is special to them. *friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them. 	<p>Learn & discuss</p> <ul style="list-style-type: none"> *challenges and facing up to them. * not giving up and trying until they have achieved their goal. * jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. * achieving goals and the feelings linked to this. 	<p>Learn & discuss</p> <ul style="list-style-type: none"> *their bodies; the names of some key parts as well as how to stay healthy. * food and that some foods are healthier than others * the importance of sleep and what they can do to help themselves get to sleep. * hand washing and why it is important. *stranger danger and what they should do if approached by someone <i>they don't know</i> 	<p>Learn & discuss</p> <ul style="list-style-type: none"> * key relationships in their lives. *Families and the different roles people can have in a family. *Explore the friendships they have and what makes a good friend. *Simple strategies they can use to mend friendships. * <i>Jigsaw's Calm Me and</i> how they can use this when feeling upset or angry 	<p>Learn & discuss</p> <ul style="list-style-type: none"> * think about how they have changed from being a baby and what may change for them in the future. * consolidate the names and functions of some of the main parts of the body and discuss how these have changed. * our bodies change as we get older in lots of different ways. Children under * change can bring about positive and negative feelings, and that sharing these can help. * consider the role that memories can have in managing change

Year 1	<p>Learn & discuss</p> <ul style="list-style-type: none"> * rights and responsibilities, choices and consequences. *being special and how to make everyone feel safe in their class as well as recognising their own safety. 	<p>Learn & discuss</p> <ul style="list-style-type: none"> * similarities and differences between people and that these make us unique and special. *what bullying is and what it isn't. <i>*how it might feel to be bullied</i> and when and who to ask for help. * friendship, how to make friends and that it is OK to have differences from their friends. *being nice to and looking after other children who might be being bullied. 	<p>Learn & discuss</p> <ul style="list-style-type: none"> *setting simple goals, how to achieve them as well as overcoming difficulties when they try. * recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. * partner working and how to do this well. 	<p>Learn & discuss</p> <ul style="list-style-type: none"> * healthy and unhealthy choices and how these choices make them feel. *hygiene, keeping themselves clean and that germs can make you unwell. *about road safety as well as people who can help them to stay safe. 	<p>Learn & discuss</p> <ul style="list-style-type: none"> * breadth of relationships is widened to include people they may find in their school community. *Consider their own significant relationships (family, friends and school community) and why these are special and important. *Touch can be used in kind and unkind ways. This supports later work on safeguarding. *Consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these. 	<p>Learn & discuss</p> <ul style="list-style-type: none"> * life cycles e.g. that of a frog and identify the different stages. * compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. * how they have changed so far and that people grow up at different rates. * <i>As part of a school's</i> safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). *that nobody has the right to hurt these parts of the body. * Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. * practise a range of skills to help manage their feelings and learn

						how to access help if they are worried about change, or if someone is hurting them
Year 2	<p>Learn & discuss</p> <ul style="list-style-type: none"> *their hopes and fears for the year ahead – they discuss feeling worried and recognising when they should ask for help and who to ask. * rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. *choices and the consequences of making different choices. 	<p>Learn and discuss</p> <ul style="list-style-type: none"> *gender stereotypes, that boys and girls can have differences and similarities and that is OK. * being bullied because they are different, that this <i>shouldn't happen and how to support a classmate who is being bullied.</i> *feelings associated with bullying and how and where to get help. * similarities and differences and that it is OK for friends to have differences without it affecting their friendship. 	<p>Learn & discuss</p> <ul style="list-style-type: none"> * setting realistic goals and how they can achieve them. * perseverance when they find things difficult as well as recognising their strengths as a learner. *group work and reflect on who they work well <i>with and who they don't.</i> * sharing success with other people. 	<p>Learn & discuss</p> <ul style="list-style-type: none"> *healthy food; they talk about having a healthy relationship with food and making healthy choices. * things that make them feel relaxed and stressed. * medicines, how they work and how to use them safely. *have a go at making healthy snacks and also discuss why they are good for their bodies. 	<p>Learn & discuss</p> <ul style="list-style-type: none"> * family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. *Friendships are also revisited with a focus on falling out and mending friendships. *learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). * consider the importance of trust in relationships and what this feels like. * two types of secret, and <i>why 'worry secrets'</i> should always be shared with a trusted adult. * reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. * practise strategies for being assertive when someone 	<p>Learn & discuss</p> <ul style="list-style-type: none"> * look at different life cycles in nature including that of humans. *reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old -age. *how independence, freedoms and responsibility can increase with age. *As <i>part of a school's</i> safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). * that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. *practise a range of strategies for managing feelings and emotions. *where they can get help if worried or frightened.

					is hurting them or being unkind. * who can help them if they are worried or scared.	*Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.
Year 3	Learn & discuss * their self-worth and identify positive things about themselves and their achievements. *new challenges and how to face them with positivity. * the need for rules and how these relate to rights and responsibilities. * choices and consequences, working collaboratively and seeing things from other <i>people's points of view</i> . *different feelings and the ability to recognise these feelings in themselves and others.	Learn and discuss *families, that they are all different and that sometimes they fall out with each other. * techniques to calm themselves down and discuss a technique called ' <i>solve it together</i> .' * <i>revisit</i> the topic of bullying and discuss being a witness (bystander), they took about how a witness has choices and how these choices can affect the bullying that is taking place. *using problem-solving techniques in bullying situations. *name-calling and choosing not to use hurtful words. * giving and receiving compliments and the feelings associated with this.	Learn & discuss * examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. * identify their own dreams and ambitions and discuss how it will feel when they achieve them. * facing learning challenges and identify their own strategies for overcoming these. *obstacles which might stop them from achieving their goals and how to overcome these. * reflect on their progress and successes and identify what they could do better next time.	Learn & discuss * the importance of exercise and how it helps your body to stay healthy. * their heart and lungs, discuss what they do and that they are very important. *calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. * different types of drugs, the ones you take to make you better as well as other drugs. * things, places and people that are dangerous and link this to strategies for keeping themselves safe.	Learn & discuss * revisit family relationships and identify the different expectations and roles that exist within the family home. *identify why stereotypes can be unfair and may not be accurate e.g. Mum is the carer, Dad goes to work. *look at careers and why stereotypes can be unfair in this context. *that families should be founded on love, respect, appreciation, trust and cooperation. *reminded about the solve-it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced. *Online relationships through gaming and Apps is explored and children are introduced to	Learn & discuss * exploration about babies and what they need to grow and develop including parenting. *that it is usually the female that carries the baby in nature. *puberty is introduced. Children first look at the outside body changes in males and females. *puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grownup. *Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If <i>unfertilised by a male's</i> sperm it passes out of the body as a period.

					<p>some rules for staying safe online.</p> <p>* they are part of a global community and they are connected to <i>others they don't know</i> in many ways e.g. through global trade.</p> <p>* investigate the wants and needs of other children who are less fortunate and compare these with their own.</p> <p><i>Children's universal rights</i> are also revisited.</p>	<p>* how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p>
Year 4	<p>Learn & discuss</p> <p>*being part of a team.</p> <p>* attitudes and actions and their effects on the whole class.</p> <p>*their school and its community, who all the different people are and what their roles are.</p> <p>* democracy and link this to their own School Council, what its purpose is and how it works.</p> <p>* group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict.</p>	<p>Learn & discuss</p> <p>* judging people by their appearance, first impressions and what influences their thinking on what is normal. * bullying, including online bullying and what to do if they suspect or know that it is taking place.</p> <p>*the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen.</p> <p>*Their own uniqueness and what is special about themselves. *First</p>	<p>Learn & discuss</p> <p>*their hopes and dreams.</p> <p>* how it feels when <i>dreams don't come true</i> and how to cope with / overcome feelings of disappointment. * making new plans and setting new goals even if they have been disappointed.</p> <p>* group work and overcoming challenges together. * reflect on their successes and the feelings associated with overcoming a challenge.</p>	<p>Learn & discuss</p> <p>* look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them.</p> <p>* reflect on their friendships, how different people make them feel and which friends they value the most.</p> <p>*look at smoking and its effects on health, they do the same with alcohol and then look at the reasons why people might drink or smoke.</p>	<p>Learn & discuss</p> <p>* focussing on the emotional aspects of relationships and friendships.</p> <p>* explore jealousy and loss/ bereavement.</p> <p>*identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change.</p> <p>*change is a natural in relationships and they will experience (or may have already experienced) some of these changes. *revisit skills of negotiation</p>	<p>Learn & discuss</p> <p>* bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation.</p> <p>*Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products.</p> <p>*Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm.</p>

	<p>* <i>considering other people's</i> feelings.</p>	<p>impressions and when their own first impressions of someone have changed.</p>		<p>*Finally, they talk about peer pressure and how to deal with it.</p>	<p>particularly to help manage a change in a relationship. * sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. * relationship endings can be amicable.</p>	<p>*that the ovum and sperm carry genetic information that carry personal characteristics. *looking at the feelings associated with change and how to manage these. *<i>introduced to Jigsaw's</i> Circle of change model as a strategy for managing future changes.</p>
Year 5	<p>*Think and discuss the year ahead, goals they could set for themselves as well as the challenges they may face.</p> <p>Learn and discuss *their rights and responsibilities as a member of their class, school, wider community and the country they live in. * their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. * democracy, how it benefits the school and how they can contribute towards it.</p>	<p>Learn and discuss *culture and cultural differences. They link this to racism, talking about what it is and how to be aware of their own feelings towards people from different cultures. *Revisit the topic of bullying and discuss rumour spreading and name-calling. * direct and indirect bullying as well as ways to encourage children to not using bullying behaviours. *happiness regardless of material wealth and <i>respecting other people's</i> cultures.</p>	<p>Learn & discuss * their dreams and goals and how they might need money to help them achieve them. * jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. * the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.</p>	<p>Learn & discuss * the risks linked to smoking and how this affects the lungs, liver and heart. * They do the same with the risks associated with alcohol misuse. *A range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. * how body types are portrayed in the media, social media and celebrity culture. * eating disorders and <i>people's relationships</i> with food and how this can be linked to negative body image pressures.</p>	<p>Learn & discuss * the importance of self-esteem and ways this can be boosted. This is important in an online context as well as off-line, as mental health can be damaged by excessive comparison with others. *investigate and reflect upon a variety of positive and negative online/ social media contexts including gaming and social networking. * age -limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations.</p>	<p>Learn & discuss * revisit self-esteem and self/body-image. *we all have perceptions about ourselves and others, and these may be right or wrong. *reflect on how social media and the media can promote unhelpful comparison and how to manage this. *Puberty is revisited with further detail explaining bodily changes in males and females. *Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about</p>

					<p>* Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe.</p> <p>*grooming and how people online can pretend to be whoever they want.</p> <p>Rights, responsibilities and respect are revisited with an angle on technology use. *Screen time is also discussed and children find ways to reduce their own screen time.</p> <p>*to help children to be more discerning when viewing anything online or on social media.</p>	<p><i>anything they don't</i> understand.</p> <p>*Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception e.g. IVF.</p> <p>*having a baby is a personal choice. *Details of contraceptive options and methods are not taught as this is not age-appropriate. *Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored.</p> <p>*look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities.</p> <p>* look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.</p>
Year 6	*discuss their year ahead, they learn to set goals and discuss	Learn and discuss	Learn & discuss	Learn & discuss	Learn & discuss	Learn & discuss

	<p>their fears and worries about the future. They learn and discuss *the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. * their choices and actions and how these can have far-reaching effects, locally and globally. *about their own behaviour and how their choices can result in rewards and consequences and how these feel. *<i>an individual's behaviour</i> and the impact it can have on a group. *democracy, how it benefits the school and how they can contribute towards it.</p>	<p>* differences and similarities and that for some people, being different is hard. * bullying and how people can have power over others in a group. * strategies for dealing with this as well as wider bullying issues. *people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.</p>	<p>* their own strengths and further stretching themselves by setting challenging and realistic goals. * the learning steps <i>they'll need to take</i> as well as talking about how to stay motivated. *explore various global issues and explore places where people may be suffering or living in difficult situations – whilst doing this they reflect on their own emotions linked to this learning. * what they think their classmates like and admire about them as well as working on giving others praise and compliments.</p>	<p>* taking responsibility for their own physical and emotional health and the choices linked to this. * different types of drugs and the effects these can <i>have on people's bodies</i>. *exploitation as well as gang culture and the associated risks. *mental health / illness and that people have different attitudes towards this. *recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.</p>	<p>*class look at mental health and how to take care of their own mental well-being. * the grief cycle and its various stages, they also discuss the different causes of grief and loss. * people who can try to control them or have power over them. *look at online safety, learning how to judge if something is safe and helpful as well as talking about communicating with friends and family in a positive and safe way</p>	<p>* puberty in boys and girls and the changes that will happen – they reflect on how they feel about these changes. *childbirth and the stages of development of a baby, starting at conception. * being physically attracted to someone and the effect this can have upon the relationship. * relationships and the importance of mutual respect and not pressuring / being pressured into doing <i>something that they don't</i> want to. * self-esteem, why it is important and ways to develop it. * look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.</p>
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RSHE (these sessions will be taught during Summer term)

Year group	Coverage and outcomes
Reception	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.
Year 1	Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. <i>As part of a school's safeguarding duty</i> , pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.
Year 2	Children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old -age. Within this, children also <i>discuss how independence, freedoms and responsibility can increase with age</i> . <i>As part of a school's safeguarding duty</i> , pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed. Key Vocabulary
Year 3	Exploration about babies and what they need to grow and develop including parenting. Children learn that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grownup. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. <i>If unfertilised by a male's sperm it passes out of the body as a period. Sexual intercourse and the birth of the baby is not taught in this year group.</i> Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them
Year 4	Bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The unit (Puzzle) ends by looking at the feelings <i>associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.</i>
Year 5	The children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they <i>don't understand. Further details about pregnancy</i> are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.

Year 6	<p>The class learn about puberty in boys and girls and the changes that will happen – they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that <i>they don't want to</i>. <i>The children also learn</i> about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.</p>
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