PSHE Overview

Nursery		
Me and My Relationships • I recognise that we are unique. • I can describe different feelings and use this skill to manage relationships. • I understand that some families are different from theirs, but these families also love and care for one another.	**Valuing Differences** • I recognise that there are differences and similarities between themselves • I can celebrate my friends and include them • I understand people have different cultures and religions	**Keeping Myself Safe** • I can explain what I should do if I feel unsafe • I can recognise potential dangers and how to stay safe, inside and outside • I know the importance of keeping safe around medicines and unknown products
Rights and Responsibilities • I know about taking some responsibility for my own health • I can describe ways in which I can help others and why they would do so • I can take care of my home, my learning environment and the natural environment	**Being My Best** • I can talk about healthy choices and activities • I can develop resilience and persistence in my learning • I can work cooperatively with others when faced with a challenge	**Growing and Changing** • I can talk about change in the environment • I can describe the changes in babies, young animals and plants as they grow • I can broaden my expectations beyond potential stereotypes of what girls and boys like, do or look like
Reception		
Me and My Relationships • I can talk about similarities and differences. • I can name special people in my life. • I can describe different feelings. • I can identify who can help if I am sad, worried or scared. • I can identify ways to help others or myself if I am sad or worried.	**Valuing Differences** • I can be sensitive towards others and celebrate what makes each person unique. • I can recognise that we can have things in common with others. • I can use speaking and listening skills to learn about the lives of my peers. • I know the importance of showing care and kindness towards others. • I can demonstrate skills in building friendships and cooperation.	**Keeping Myself Safe** • Talk about how to keep their bodies healthy and safe. • Name ways to stay safe around medicines. • Know how to stay safe in their home, classroom and outside. • Know age-appropriate ways to stay safe online. • Name adults in their lives and those in their community who keep them safe.
Rights and Responsibilities • I understand that I can make a difference. • I can identify how I can care for my home, school and special people. • I can talk about how I can make an impact on the natural world. • I can talk about similarities and differences between me and my friends. • I can demonstrate building relationships with friends.	**Being My Best** • I can feel resilient and confident in my learning. • I can name and discuss different types of feelings and emotions. • I can learn and use strategies or skills in approaching challenges. • I understand that I can make healthy choices. • I can name and recognise how healthy choices can keep us well.	**Growing and Changing** • I understand that there are changes in nature and humans. • I can name the different stages in childhood and growing up. • I understand that babies are made by a man and a woman. • I can use the correct vocabulary when naming the different parts of the body. • I know how to keep myself safe.

Year 1		
Me and My Relationships • I can name a variety of different feelings and explain how these might make me behave. • I can think of some different ways of dealing with 'not so good' feelings. • I know when I need help and who to go to for help. • I can tell you some different classroom rules.	**Valuing Differences** • I can say ways in which people are similar as well as different. • I can say why things sometimes seem unfair, even if they are not.	**Keeping Myself Safe** • I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone). • I can give examples of how I keep myself healthy. • I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)
Rights and Responsibilities • I can give some examples of how I look after myself and my environment - at school or at home. • I can also say some ways that we look after money.	**Being My Best** • I can name a few different ideas of what I can do if I find something difficult. • I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.	**Growing and Changing** • I can identify an adult I can talk to at both home and school. If I need help. • I can tell you some things I can do now that I couldn't do when I was a toddler. • I can tell you what some of my body parts do.
Year 2		
Me and My Relationships • I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. • I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together. • I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. • Most of the time I can express my feelings in a safe, controlled way.	**Valuing Differences** • I can say how I could help myself if I was being left out. • I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.	**Keeping Myself Safe** • I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. • I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something. • I can explain that medicines can be helpful or harmful, and say some examples of how they can be used safely.
Rights and Responsibilities • I can give examples of things that help me to be settled and calm in the classroom. • I can give examples of when I've used some of these ideas to help me when I am not settled.	**Being My Best** • I can name different parts of my body that are inside me and help to turn food into energy. I know what I need to get energy. • I can explain how setting a goal or goals will help me to achieve what I want to be able to do.	**Growing and Changing** • I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger. • I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house). • I can give examples of how to give feedback to someone.

Year 3		
Me and My Relationships • I can usually accept the views of others and understand that we don't always agree with each other. • I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.	**Valuing Differences** • I can give examples of different community groups and what is good about having different groups. • I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	**Keeping Myself Safe** • I can say what I could do to make a situation less risky or not risky at all. • I can say why medicines can be helpful or harmful. • I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.
Rights and Responsibilities • I can say some ways of checking whether something is a fact or just an opinion. • I can say how I can help the people who help me, and how I can do this. I can give an example of this.	**Being My Best** • I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this. • I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.	**Growing and Changing** • I can name a few things that make a positive relationship and some things that make a negative relationship. • I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away. • I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.
Year 4		
Me and My Relationships • I can give a lot of examples of how I can tell a person is feeling worried just by their body language. • I can say what I could do if someone was upsetting me or if I was being bullied. • I can explain what being 'assertive' means and give a few examples of ways of being assertive.	**Valuing Differences** • I can say a lot of ways that people are different, including religious or cultural differences. • I can explain why it's important to challenge stereotypes that might be applied to me or others.	**Keeping Myself Safe** • I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. • I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. • I can give examples of positive and negative influences, including things that could influence me when I am making decisions.

Rights and Responsibilities	Being My Best	Growing and Changing
• I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. • I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. • I can give examples of these decisions and how they might relate to me.	• I can give a few examples of different things that I do already that help to me keep healthy. • I can give different examples of some of the things that I do already to help look after my environment.	• I can label some parts of the body that only boys have and only girls have. • I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). • I can tell you why people get married.

Year 5		
Me and My Relationships • I can give a range of examples of our emotional needs and explain why they are important. • I can explain why these qualities are important. • I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.	**Valuing Differences** • I can give examples of different faiths and cultures and positive things about having these differences. • I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.	**Keeping Myself Safe** • I can give examples of things that might influence a person to take risks online. I can explain that I have a choice. • I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.
Rights and Responsibilities • I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me. • I can give a few different examples of things that I am responsible for to keep myself healthy. • I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.	**Being My Best** • I can give an example of when I have had increased independence and how that has also helped me to show responsibility. • I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.	**Growing and Changing** • I can explain what resilience is and how it can be developed. • I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone). • I am able to identify when I need help and can identify trusted adults in my life who can help me.
Year 6		
Valuing Differences • I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. • I can give examples of negotiation and compromise. • I can explain what inappropriate touch is and give example.	**Valuing Differences** • I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. • I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.	**Keeping Myself Safe** • I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. • I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. • I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).
Rights and Responsibilities • I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves. • I can explain that what 'environmentally sustainable' living means and give an	**Being My Best** • I can tell you how I can overcome problems and challenges on the way to achieving my goals. • I can give examples of an emotional risk and a physical risk.	**Growing and Changing** • I can give an example of a secret that should be shared with a trusted adult. • I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.

example of how we can live in a more 'sustainable' way. • I can explain the advantages and disadvantages of different ways of saving money.		• I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).