

Whole School PSHE Overview

		Well-being	Valuing Difference	Keeping Safe	Citizenship	Relationships	Growing and Changing
	EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Learning Intention	To identify and explore how I am feeling today.	To compare our daily lives to others'.	To know who and what makes me feel safe.	To understand what a choice is.	To recognise that every family is different.	To talk about how I have grown and changed since I was a baby.
	Stimuli to be used for the session (Book, video)	In My Heart: A Book Of Feelings	This Is How We Do It	My Safety Network (Little Big Chats)*	You Choose	The Great Big Book Of Families	No book - children to bring in a photo of themselves as a baby. Class to do a circle time about how they have all changed since then.
2	Learning Intention	To understand that it is normal to have big feelings.	To think about what makes us special and unique.	To recognise a 'funny tummy' feeling and know what to do when I feel unsafe.	To understand that choices have consequences.	To recognise that every family is different.	To understand how babies grow.
	Stimuli to be used for the session (Book, video)	The Colour Monster	Only A Tree Knows How To Be A Tree	Freya's Funny Feeling*	What If Everybody Did That?	Stella Brings The Family	Mama's Belly (Another great book is Nine Months but please read first to see if it would be suitable for your class)
3	Learning Intention	To think about what our bodies need.	To think about our different abilities.	To understand that each person's body belongs to them.	To think about the groups and communities that we belong to.	To discuss why family is important.	To name the parts of the body.
	Stimuli to be used for the session (Book, video)	The Boy With Big, Big Feelings	I Will Dance	Don't Hug Doug (He Doesn't Like It)* Talk about bubble boundaries/personal space bubbles - https://www.himama.com/learning/child-activities/activity/personal-space-bubble#:~:text=Encourage%20children%20to%20talk%20with,%22no%22%20in%20certain%20situations.	Going Up	And Tango Makes Three	My First Body Children should be able to name the parts of the body and know which parts are private - refer to NSPCC PANTS)
4	Learning Intention	To think about what our bodies need.	To understand that differences can be a good thing.	To know what foods keep me healthy.	To discuss why rules are important.		To know what to do if I feel unsafe.

	Stimuli to be used for the session (Book, video)	The Bad Mood And The Stick	Not Quite Snow White	The Very Hungry Caterpillar	The School With No Rules		<i>Referring back to last lesson, discuss which parts of the body are private and only for you. Talk about what to do if someone tries to touch you - no means no; respecting boundaries; talk to a trusted adult.</i>
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YEAR 1		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Learning Intention	To explore what gratitude means.	To understand the importance of respecting the cultural identities of other people.	To discuss rules for keeping safe.		To talk about our families.	To identify different body parts.
	Stimuli to be used for the session (Book, video)	A Squash and a Squeeze	Your Name Is A Song	Rules and Responsibilities* Discuss how to call emergency services.		<i>Children to bring in photos of their families - circle time to talk about our unique and special families</i>	The Body Book
2	Learning Intention	To explore what empathy means.	To think about what it might feel like to be a refugee.	To explore risks in familiar environments.		To understand that there are different types of families.	To think about how our bodies change as we grow.
	Stimuli to be used for the session (Book, video)	Margot and the Moon Landing	My Name Is Not Refugee	No book - discuss that risks can be a good thing and explore positive risks. Then discuss risks that could be dangerous that the children may encounter - e.g. safety in the home, walking home from school, etc.		My Family Your Family	https://drive.google.com/file/d/1JOI9ESta_QcW0Te76OkffKu0c6-P9CZG/view?usp=drive_link
3	Learning Intention	To explore what empathy means.	To understand why gender stereotypes are harmful.	To recognise how my body feels when I feel unsafe.	To discuss ways in which we can look after our environment.	To discuss why friendships are important and what makes a good friend.	To understand the difference between a secret and a surprise.
	Stimuli to be used for the session (Book, video)	You, Me and Empathy	Evelyn The Adventurous Entomologist	Listening To My Body*	Our House Is On Fire	Pearl Barley and Charlie Parsley	Little Big Chats: Secrets and Surprises
4	Learning Intention	To explore the feelings of loss and grief.	To understand the importance of respecting boundaries.	To understand how to keep my body healthy.	To explore our responsibilities towards other living things.	To identify the characteristics of a healthy friendship.	To know what to do if someone asks you to keep a secret.

	Stimuli to be used for the session (Book, video)	Paper Dolls One Wave at a Time A Squash And A Squeeze	What Happened To You?	I Can Eat A Rainbow* YouTube video - Why do we brush our teeth? https://www.youtube.com/watch?v=aOebfG GcjVw Tooth decay experiment https://simplyoutrageousyouth.org/2020/02/27/tooth-d	Don't Let Them Disappear	The Giving Tree	Do You Have A Secret?
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	YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Learning Intention	To explore the feeling of worry .	To understand the power of our words and actions.	To explore the difference between a safe and unsafe relationship and know how to ask for help.	To recognise what is fair and unfair.	To explore the different people who make up our community.	To understand loss.
	Stimuli to be used for the session (Book, video)	Ruby's Worry Hey Warrior	The Proudest Blue	Some Secrets Should Never Be Kept	Noodlephant	Going Up	The Memory Tree
2	Learning Intention	To think about how our feelings might make us behave.	To understand what it means to be free.	To understand the importance of respecting boundaries.	To understand where money comes from and to discuss if money is shared fairly.	To identify the different groups that we belong to.	To explore the feeling of grief.
	Stimuli to be used for the session (Book, video)	Ravi's Roar	Freedom, We Sing	Don't Touch My Hair!	Maddi's Fridge	We Belong To Different Groups.pptx <i>Children recognise that they belong to various groups and communities such as their family and explore various people who make up their communities (e.g.</i>	Mum's Jumper

						<i>priest, people who live on your road, people who speak the same and different languages as you).</i>	
3	Learning Intention	To discuss ways to cope when we are feeling 'not so good' feelings.	To understand that love comes in many forms.	To understand the importance of respecting boundaries.	To share our opinions and respect the opinions of others.	To recognise that we can be hurt both physically and emotionally.	To be able to name all the parts of the body.
	Stimuli to be used for the session (Book, video)	The Heart and the Bottle - should we hide away from scary feelings to protect ourselves?	Maiden and Princess	My Body Has A Bubble*	Two Monsters	Troll Stinks!	TBC
4	Learning Intention	To discuss ways to cope when we are feeling 'not so good' feelings.	To understand the meaning and effects of discrimination.	To explore the many benefits of exercise.	To take part in a simple debate.	To understand what bullying means and discuss ways to deal with bullying.	To understand the difference between safe and unsafe touch.
	Stimuli to be used for the session (Book, video)	<p>Breathing Makes It Better: A Book for Sad Days, Mad Days, Glad Days, and All the Feelings In-Between</p> <p>The Sad Book (used in the past but includes themes of death and loss so use at your discretion depending on class)</p>	Viola Desmond Won't Be Budged	<p>Ready Steady Mo!*</p> <p>Learn about Mo Farah's real life story and how running changed his life in so many ways (not just the obvious health benefits).</p>	YouTube – Children discuss whether homework should be banned live on GMB – Start video at 2:25	Peggy The Always Sorry Penguin	<p>TBC</p> <p><i>Include reference to consent - i.e. even with safe touch, people should ask you first before touching you.</i></p>

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YEAR 3		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Learning Intention	To identify my individual strengths.	To understand what migration means and explore the reasons for migration.	To understand the difference between danger and risk.	To understand what democracy is.	To identify people who I have relationships with.	
	Stimuli to be used for the session (Book, video)	<p>Penguin's Hidden Talent</p> <p>Activity ideas:</p> <p>- Children discuss their own talents in small</p>	I'm An Immigrant Too! Discuss why people migrate - work, economic opportunity, to join family, to study, to escape conflict, persecution, terrorism, human rights violations, natural disasters, etc.	Unit resources -	Unit resources -	Unit resources - https://drive.google.com/drive/folders/1mvlxMumH_7R_XvRFAEsE7vLBrFj96V916?usp=drive_link	

		groups and try to find one unique to them - Children to work in groups to use their talents to create something (e.g. a performance, poem, story, skit, poster...)					
	2	Learning Intention	To think about aspects of my life that I would like to improve.	To understand what it might feel like to be a refugee.	To learn and demonstrate strategies for dealing with a risky situation.	To understand how rules and laws are made and enforced.	To think about ways I can maintain positive relationships with important people in my life.
	Stimuli to be used for the session (Book, video)	The Dot Activity ideas: - Make your mark display - children make their own dot art - Finish the picture - https://www.instagram.com/reel/Cw1Gc8rPTNb/?igshid=MzRIODBiNWFIZA%3D%3D	Download lesson plan by following the link below, scrolling to '2. Sharing Stories' and clicking the 'Stories of Young Refugees' link https://www.redcross.org.uk/get-involved/teaching-resources/refugee-week-imagine-a-kinder-world Migration - Why do people migrate? - YouTube				
3	Learning Intention	To understand the meaning of 'growth mindset'.	To explore a case study of migration.	To explore medicine and how this can be safe or unsafe.	To explore the relationship between rights and responsibilities.	To explore conflict that may arise with the people in our lives.	
	Stimuli to be used for the session (Book, video)	The Most Magnificent Thing - What does it mean to persevere and why is it important?	Dreams Without Borders - https://www.youtube.com/watch?v=oct1fpLJl0&list=PL_ea5GGKK3gA3NYmKuMHTLSj1soEhbEQa				

		<p>- How did the girl demonstrate a fixed/growth mindset?</p> <p>Try an activity that requires a growth mindset and perseverance:</p> <p>- Origami (easier and calmer option!)</p> <p>- Escape room (more work but might be fun for marble jar time later in the term) - https://www.weareteachers.com/build-a-classroom-escape-room-lesson/</p>					
4	Learning Intention	To set goals for the year ahead.	To present what I have learned about migration.	To understand what peer pressure is.	To understand that duties and responsibilities change based on the setting.	To find simple strategies for resolving conflict.	
	Stimuli to be used for the session (Book, video)	<p>Tomorrow I'll Be Brave</p> <p>Think about the stories you have read this term and what each character achieved in each. What are you not so good at now that you would like to work on?</p>	<p>NB: This might take the form of a group presentation, a poster, a Powerpoint, etc. and can be worked on over more than one session.</p>	<p>A Bad Case of Stripes*</p> <p>Discuss how the girl in the story changes who she is based on peer pressure.</p> <p>How might peer pressure encourage us to take risks?</p>			

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	YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Learning Intention	To understand the importance of physical fitness.	To understand what it means to be disabled.	To understand what a risk is and that we take risks everyday.	To understand what 'equality' means.	To define empathy and practise empathy.	To understand the menstrual cycle.
	Stimuli to be used for the session (Book, video)		Use examples of well-known people - I Am Not A Label: 34 Disabled Artists, Thinkers, Athletes and Activists from Past and Present			Children explore increasingly in-depth elements of what makes a good friend by examining how friends react to one another.	<i>Children understand that females can become pregnant after they have begun to menstruate.</i>
2	Learning Intention	To discuss what physically happens to our bodies when we sleep and how our mood can be affected by a lack of sleep.	To think about how disabled people experience life and society.	To discuss road safety.	To think about the impact of inequality.	To understand that most friendships have ups and downs and that resorting to violence is never right.	To know some of the changes that take place in male and female bodies during puberty.
	Stimuli to be used for the session (Book, video)	https://campaignresources.phe.gov.uk/schools/resources/sleep-year6-lesson-plan-pack	Inclusion Makes the World More Vibrant - https://www.youtube.com/watch?v=QXYSTyCUTO	Resources from THINK: https://www.think.gov.uk/education-resources/explore-education-resources/?page%5B%5D=7-to-12			<i>This includes the anatomy, erections, wet dreams, the menstrual cycle and sanitary products.</i>
3	Learning Intention	To explore how healthy eating can help us to feel well and do well.	To explore a case study of a disabled person.	To discuss rail safety.	To understand where money comes from and how to manage it sensibly.	To learn how to respectfully disagree.	To understand how puberty can impact our mood and behaviour.
	Stimuli to be used for the session (Book, video)		I Am Not A Label: 34 Disabled Artists, Thinkers, Athletes and Activists from Past and Present	Visitor to come in for workshop on rail safety.		Children to prepare and take part in a debate where they must practise respectfully disagreeing with one another.	<i>Children explore that during puberty, a person's hormones begin to change and this can cause behavioural changes too</i>

							(e.g. mood swings / romantic feelings).
4	Learning Intention	To explore how sugar impacts our physical and mental state.	To present what I have learned about disabled people.	To discuss rules for keeping safe in different situations.	To think about different jobs and their impact on society.	To learn how to respectfully disagree.	To know the different types of relationships we may have as we grow up.
	Stimuli to be used for the session (Book, video)	Estimate how much sugar is in the everyday products we consume - https://campaignresources.phe.gov.uk/schools/resources/Food-Detectives-KS2-Toolkit (try the Sugar Towers/Fruit and Veg activities) Other resources - https://www.tameside.gov.uk/TamesideMBC/media/education/5-GULP-KS2-Session-2-Lesson-Plan.pdf	NB: This might take the form of a group presentation, a poster, a Powerpoint, etc. and can be worked on over more than one session.	Swimming lessons (being safe around water) Fire safety (e.g. fire drills in school - what to do in a fire) Discuss how to call the emergency services and when you might need to do this.		Children to prepare and take part in a debate where they must practise respectfully disagreeing with one another.	<i>Children explore different relationships they may have in their lives (friendships, family relationships, professional relationships, etc.) including romantic relationship setups and investigate how the media is often not representative of all possible setups.</i>

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	YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Learning Intention	To explore the concepts of body confidence and self-esteem.	To explore the meaning of race.	To investigate different types of cyber bullying and explore what to do if you experience cyber bullying.	To look at examples of good citizens.	To understand how to resolve differences.	To know some of the changes that take place in the human body during puberty.
	Stimuli to be used for the session (Book, video)	Stand Straight Ella Kate Karma Khullar's Mustache (too long for one lesson but maybe buy for the book corner?)	NB: In the past, teachers have used <i>This Book Is Anti-Racist</i> throughout this unit.	Nadiya's story - https://www.youtube.com/watch?v=Py9Qw7FtAVg BBC resources on cyber-bullying - https://www.bbc.com/ownit/the-basics/teachers-online-bullying	https://www.youtube.com/watch?v=DtujJRFuli0	Children learn definitions of: conflict, resolution, negotiation and compromise. Children also explore what these may look like in real life and how to use negotiation and compromise in their own lives to resolve conflicts.	

2	Learning Intention	To identify inspirational people who embrace their uniqueness.	To understand the effects of racism.	To understand and explain how to stay safe online.	To think about how we can be good citizens.	To recognise when a friendship is making you feel unhappy or uncomfortable.	To understand the human reproductive system.
	Stimuli to be used for the session (Book, video)	I Am Not A Label Children could research and do a case study/poster/group presentation about a well-known person who embraces their differences	This Book Is Anti-Racist (use relevant chapter)	Childline resources - https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/staying-safe-online/	The Boy Who Grew A Forest	Children explore increasingly in-depth elements of what makes a good friend by examining how friends react to one another.	
3	Learning Intention	To evaluate my own self-confidence.	To explore racial identity through a case study.	To learn basic first aid.	To evaluate well known people in history and their contributions to society.	To understand how to deal with peer pressure.	To know the difference between male circumcision and FGM.
	Stimuli to be used for the session (Book, video)	The Reflection in Me - https://www.youtube.com/watch?v=D9OOXCu5XMg - What do you like/love about yourself? Children create their own 'Reflections of Me'?	Black and British: A Short Essential History (class/groups could choose somebody from this book)	Visitor to teach first aid		Children explore how they can be assertive to deal with peer pressure. Peer pressure video - https://www.youtube.com/watch?v=tG52x8gNE Discuss why Jack gave into Charlie's peer pressure. Have the children in the class faced peer pressure before? What did it look like? What can we do to avoid giving into peer pressure?	Children examine the difference between male circumcision and female genital mutilation including the law around FGM.
4	Learning Intention	To think about whether body-related pressures are different for boys and girls.	To present what I have learned about racism.	To practise first aid in different situations.	To evaluate some of the ways in which we have been good citizens this term.	To understand different types of relationships, including romantic relationships.	To understand how puberty can impact body image.
	Stimuli to be used for the session (Book, video)		NB: This might take the form of a group presentation, a	Using scenario cards, children can act out/discuss what to do in each of the first aid situations - https://healthyschoolsc		Children investigate different (romantic) relationship setups, gain an understanding of the rules and laws around marriage.	YouTube – Comfortable: 50 People 1 Question https://www.youtube.com/watch?v=f0tEcxLDDd4

		poster, a Powerpoint, etc. and can be worked on over more than one session.	p.org.uk/wp-content/uploads/2020/04/Scenario-cards-set-4-1.pdf		Forced marriage is also examined.	YouTube – Girls Aged 6-18 Talk About Body Image https://www.youtube.com/watch?v=5mP5RveA_tk https://www.youtube.com/watch?v=G1Kdii4UN9g (boys and body image)
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	YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Learning Intention	To discuss how using social media can affect confidence.	To explore the differences between biological sex, gender identity and gender expression.	To investigate the importance of drugs (medical) as a basic human need and the importance of taking these correctly.	To understand the meaning and consequences of anti-social behaviour.	To understand the social, emotional and physical effects of bullying.	To understand the emotional changes that happen during puberty.
	Stimuli to be used for the session (Book, video)	A Social Life – Award Winning Short Film – Social Media Depression https://www.youtube.com/watch?v=GXdVPLj_plk	Looking at the difference between somebody's biological sex and how they may choose to express themselves using: The Gingerbread Person Stonewall PDF	Potential resources for the whole unit can be found here if you want to add anything onto the lessons you have planned in previous years - https://www.safe4me.co.uk/wp-content/uploads/2022/03/KS1-2-lesson-plans-resources-knowledge-or-ganisers.pdf (There are lesson ideas for KS1 and KS2 so please make sure you check at the top of each page to ensure that the content is appropriate). Remember to cover vaping and smoking when talking about drugs.		Anti Bullying Pro – The Impact of Bullying https://www.youtube.com/watch?v=XFmwWcGUWU4	<i>Children learn about the emotional changes they may experience during puberty and learn that everybody's experiences will be different.</i> <i>Lesson mentions:</i> <i>Periods</i> <i>Wet dreams</i> <i>Erections</i>

2	Learning Intention	To identify the difference between what is real and unreal in the digital world.	To explore gender stereotypes.	To understand the health implications of abusing drugs and alcohol.	To think about how our actions affect other people.	To identify ways to stop bullying and to know how to ask for help.	To understand the physical changes that happen during puberty.
	Stimuli to be used for the session (Book, video)	<p>YouTube – Are You Living An Insta Lie? Social Media vs. Reality</p> <p>https://www.youtube.com/watch?v=0EFHbruKEmw</p>	Mulan: The Legend Of The Woman Warrior			<p>Jake's Story: Being Bullied https://www.youtube.com/watch?v=Fi6T4H-SOog (Watch this until 3:15 and then stop to ask the children to discuss what they think Jake could do in his situation or what others could have done to help him)</p> <p>Ariana's Story: Being A Bully https://www.youtube.com/watch?v=_B6ro7M4mZg (Discuss why people become bullies and how we can help them to change their behaviour)</p>	<i>Children learn about the human reproductive system (this includes intercourse) and investigate the internal anatomy through diagrams and cross-sections.</i>
3	Learning Intention	To discuss different ways of dealing with worries and stress when using the internet.	To understand what sexuality means.	To understand the social implications of abusing drugs and alcohol.	To understand how to resolve differences.	To recognise unsafe relationships and how to seek help or advice.	To understand reproduction within a loving and respectful relationship.
	Stimuli to be used for the session (Book, video)	<p>YouTube - Teen Voices: Who Are You On Social Media?</p> <p>https://www.youtube.com/watch?v=cLFMBT1Ayls</p>	<p>https://dormston.dudley.sch.uk/wp-content/uploads/2020/09/Homophobia-workshop-materials.pdf - Use whichever resources you find useful -</p> <p>homophobia in sport might be a good place to start because you can link it back to the gender stereotypes explored in the first two sessions:</p> <p>Homophobia in Sport: Let's Tackle It -</p>				<p><i>Children learn about how a female can become pregnant (including IVF) and examine the differences between vaginal and caesarean births.</i></p> <p><i>Children learn about healthy, romantic relationships in all forms (including LGBTQ) and consent.</i></p>

			https://www.youtube.com/watch?v=c4puufANYz8&t=4s				
4	Learning Intention	To investigate ways in which we can develop a sense of well being.	To understand the effects of homophobia.	To learn what is meant by 'county lines' and explore the negative outcomes of this practice.	To explore how the media, including social media, presents information.	To understand what constitutes sexual harassment and why this is always unacceptable.	To understand consent and the law regarding sexual intercourse.
	Stimuli to be used for the session (Book, video)	https://www.bbc.co.uk/teach/ks2-pshe/zbrg7nb Have a look at: The Growth Mindset and Wellbeing lesson The Brain Lab Moodboosters	https://www.youtube.com/watch?v=XQKGigb5I28 (Stop after 2 minutes and discuss what is happening - What does the tape over their mouths symbolise? How is it making the protagonist feel? Skip to 2:30 and stop at 4:30	Lesson plans and resources on county lines - https://churchofengland.app.box.com/s/v5tv3atm0ap96ac9fndyev87xda3q1d8/folder/208203881794 (You need to download the folder in order to open the files. Lesson 1 is the most important but you can add elements from the other lessons if you want. This lesson may run over two sessions as there is a lot of content and there will probably be a lot of questions/discussion).			

Look at the Global, Human and British values and ensure the language used in lessons matches it

Display for the hall (Alys) - bullying and British values

Definition for PSHE

Sexual harassment from Y4 - Y6 (personal boundaries and safe touch taught prior to this) (talk to Alys)

