

# St John's PSHE Education: Curriculum Overview

|             |                     | PSED   |                           |  |   |                                 |  |  |  |   |   | British Values  |                       |   |
|-------------|---------------------|--|---------------------------|--|---|---------------------------------|--|--|--|---|---|---|-----------------------|---|
|             |                     | Autumn Milestones  |                           |  | Spring Milestones   |                                 |  | Summer Milestones  |  |   |   |   |                       |   |
| <b>EYFS</b> |                     | <p>Children can achieve a goal they have chosen, or one which is suggested to them.</p> <p>Children become more outgoing with unfamiliar people, in the safe context of their setting. (happy to talk to the different adult in the unit)</p> <p>Children talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Children do not always need an adult to remind them of a rule. (some occasional reminders may be needed)</p> <p>Children can talk with others to solve conflicts, sometimes needing adult support.</p> <p>Children have developed a sense of responsibility and membership of a community.</p> <p>Children show confidence in new social situations.</p> <p>Children increasingly follow rules, understanding why they are important.</p> <p>Children are beginning to understand how others might be feeling.</p> |                           |  | <p>Children are able to help to find solutions to conflicts and rivalries. For example, accepting that not everyone can have the 'best' car and suggesting other ideas.</p> <p>Children can see themselves as a valuable individual and can say something positive about themselves.</p> <p>Children play with other children extending and elaborating play ideas.</p> <p>Children can talk about right and wrong and the consequences involved.</p> <p>Children have built constructive and respectful relationships.</p> |                                 |  | <p>Children can confidently identify and moderate their own feelings socially and emotionally.</p> <p>Children show resilience and perseverance in the face of challenge.</p> <p>Children can talk about and express their feelings and the feelings of others.</p> <p>Children can think about the perspectives of others.</p> <p>ELG - PSED: SR<br/>                     -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.<br/>                     -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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.</p> <p>PSED: MS<br/>                     -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -Explain the reasons for rules, know right from wrong and try to behave accordingly.<br/>                     -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>PSED:BR<br/>                     -Work and play cooperatively and take turns with others.<br/>                     -Form positive attachments to adults and friendships with peers.<br/>                     -Show sensitivity to their own and to others' needs.</p> |  |   |   | <p><b>Rule of Law - To know how to be the Best Versions of Ourselves.</b></p> |                       |   |
|             | <b>PSHE KS1 KS2</b> |  |                           |  |   |                                 |  |  |  |   |   |   |                       |   |
|             |                     | <b>Autumn - Relationships</b>  |                           |  | <b>Spring – Living in the Wider World</b>   |                                 |  |  | <b>Summer – Health &amp; Wellbeing</b> |   |   |   | <b>British Values</b> |   |
|             |                     | <b>Families and friendships</b>  | <b>Safe relationships</b> | <b>Anti-Bullying</b><br>Whole school theme week<br>WC 14 <sup>th</sup><br>November | <b>Respecting ourselves and others</b>  | <b>Belonging to a community</b> |  | <b>Media literacy and digital resilience</b>   | <b>Money and work</b>                  | <b>Keeping Healthy/Keeping Safe</b><br>Whole school theme weeks<br>Week1-3<br>Summer2 | <b>Physical health and Mental wellbeing</b> | <b>Growing and changing</b>   | <b>Keeping safe</b>   | <p><b>D- Democracy</b><br/> <b>RL- Rule of Law</b><br/> <b>IL- Individual Liberty</b><br/> <b>MRT- Mutual Respect and Tolerance of those with different faiths and beliefs.</b></p> |

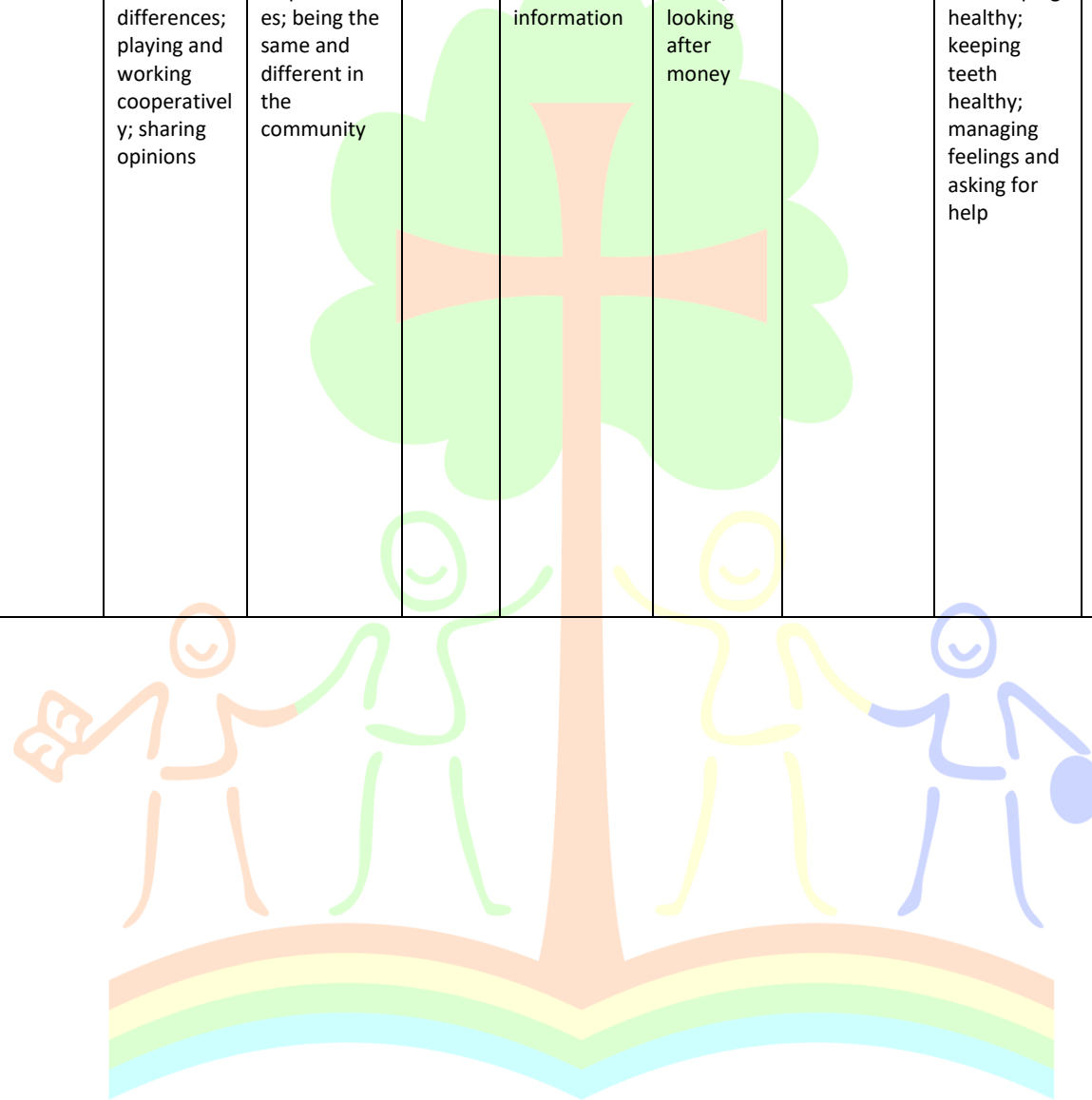
# St John's PSHE Education: Curriculum Overview

|        |  |   |  |   |   |  |  |  |   |   |  |
|--------|--|---|--|---|---|--|--|--|---|---|--|
| Year 1 | Roles of different people; families; feeling cared for | Recognising privacy; staying safe; seeking permission | <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> | How behaviour affects others; being polite and respectful | What rules are; caring for others' needs; looking after the environment | Using the internet and digital devices; communicating online | Strengths and interests; jobs in the community | Keeping healthy; food and exercise, hygiene routines; sun safety | Recognising what makes them unique and special; feelings; managing when things go wrong | How rules and age restrictions help us; keeping safe online | D- To know about our School Council<br>RL- How are the Christian values embedded into our school. How does this look when linking to being the best version?<br>IL- To recognise the importance of respecting ourselves<br>MRT- Recognise the importance of respecting relationships |
|--------|--|---|--|---|---|--|--|--|---|---|--|



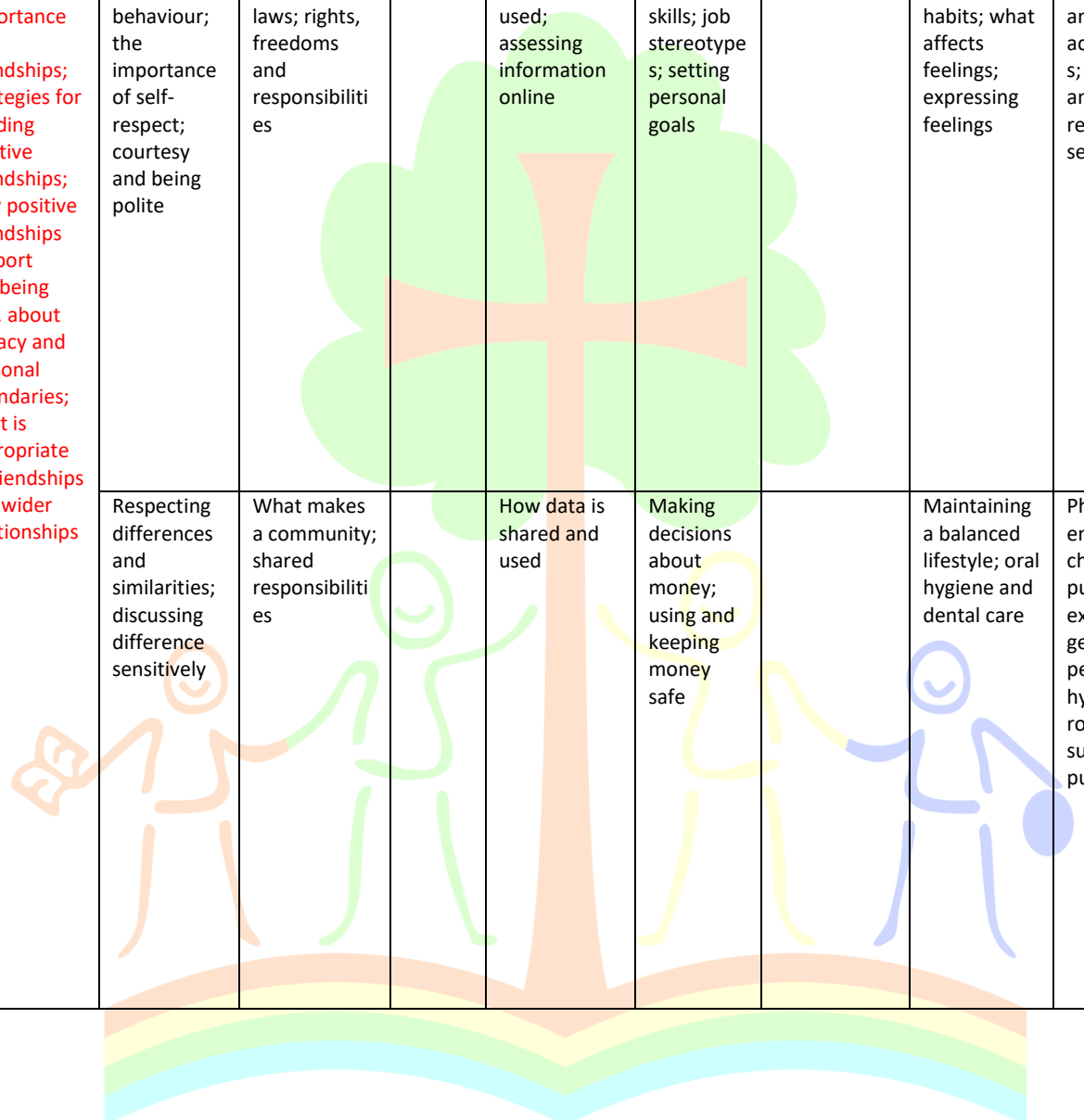
# St John's PSHE Education: Curriculum Overview

|               |   |  |  |   |   |  |   |   |  |   |  |  |  |
|---------------|---|--|--|---|---|--|---|---|--|---|--|--|--|
| <b>Year 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 | Belonging to a group; roles and responsibilities; being the same and different in the community |  | The internet in everyday life; online content and information | What money is; needs and wants; looking after money |  | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | Growing older; naming body parts; moving class or year | Safety in different environments; risk and safety at home; emergencies | D-To know about our Governing Body<br>RL- Understanding how we apply the Christian values when being our Best Version in different surroundings. When different places have different expectations.<br>IL- Knowing the things that make us unique.<br>MRT- Know what tolerance is. |
|               |   |  |  |   |   |  |   |   |  |   |  |  |  |



# St John's PSHE Education: Curriculum Overview

|        |  |   |  |   |  |  |  |  |  |   |  |  |   |
|--------|--|---|--|---|--|--|--|--|--|---|--|--|---|
| Year 3 | What makes a family; features of family life | Personal boundaries; safely responding to others; the impact of hurtful behaviour   | R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing<br>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships | Recognising respectful behaviour; the importance of self-respect; courtesy and being polite | The value of rules and laws; rights, freedoms and responsibilities |  | How the internet is used; assessing information online | Different jobs and skills; job stereotypes; setting personal goals |  | Health choices and habits; what affects feelings; expressing feelings | Personal strengths and achievement; managing and reframing setbacks  | Risks and hazards; safety in the local environment and unfamiliar places | D- To know some of the functions of Barnsley Council<br>RL- Understanding the rule of Law<br>IL- Recognise positive personality traits and abilities.<br>MRT- Know some of the faith communities in our local area. |
| Year 4 | Positive friendships, including online       | Responding to hurtful behaviour; managing confidentiality; recognising risks online |  | Respecting differences and similarities; discussing difference sensitively                  | What makes a community; shared responsibilities                    |  | How data is shared and used                            | Making decisions about money; using and keeping money safe         |  | Maintaining a balanced lifestyle; oral hygiene and dental care        | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | Medicines and household products; drugs common to everyday life          | D- Have an understanding of UK parliament and our voting system<br>RL- Law making and enforcing – The Police and parliament<br>IL- Understanding personal values<br>MRT- Challenge stereotypes                      |



# St John's PSHE Education: Curriculum Overview

|        |  |  |  |  |   |                                 |  |  |  |   |  |  |  |
|--------|--|--|--|--|---|---------------------------------|--|--|--|---|--|--|--|
| Year 5 | Managing friendships and peer influence                                      | Physical contact and feeling safe                                  | R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary | Responding respectfully to a wide range of people; recognising prejudice and discrimination  | Protecting the environment; compassion towards others         | Learning about the Court System | How information online is targeted; different media types, their role and impact | Identifying job interests and aspirations; what influences career choices; workplace stereotypes |  | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies                              | Personal identity; recognising individuality and different qualities; mental wellbeing | Keeping safe in different situations, including responding in emergencies, first aid and FGM             | D- know about the origins of democracy and other systems of governance. RL- the Court System IL- be able to challenge representations of body image in the media |
|        | Attraction to others; romantic relationships; civil partnership and marriage | Recognising and managing pressure; consent in different situations | R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour   | Expressing opinions and respecting other points of view, including discussing topical issues | Valuing diversity; challenging discrimination and stereotypes | Human Rights                    | Evaluating media sources; sharing things online                                  | Influences and attitudes to money; money and financial risks                                     |  | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | Human reproduction and birth; increasing independence; managing transition             | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media | D- The executive and the Judiciary RL- Human Rights IL- Freedom of speech RT- Challenging stereotypes  |

Red Text – Whole School Theme Weeks

