**Personal, Social, Citizenship and Health Education Overview**

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| **Rationale** | **The PSCHE curriculum supports and underpins our aims to ensure all children:**   * **are safe; have excellent social and emotional skills; are excellent learners; fulfil their potential** |
| **Approach** | * Thematic weekly lesson each term with progression of skills, language and content * Use of extensive range of picture books throughout to stimulate discussion * Core books revisited every year in all classes: *Once upon an ordinary School Day and Something Else* * Progression of vocabulary for emotion throughout programme * Assessment using draw and write as a summary of learning in all units * Christopher Winters Project content and material followed for Relationships and Sex Education and Drugs Education (see RSE policy) * Online Safety taught throughout the year (see separate overview) and also as element in PSCHE. * Annual projects include: School Council Election; Anti-bullying Mental Health and Citizenship Project, Charity Events |

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|  | **Understanding our Feelings** | **Keeping Ourselves Healthy and Safe** | **A Changing Me in a Changing World** |
| **EYFS** |  |  |  |
| Key Learning | * show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. * talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. * -use talk to organise and clarify feelings. | * show understanding of the need for safety when tackling new challenges * consider and manage some risks. * eat a healthy range of foods and understand need for variety in food. | * know about similarities and differences between themselves and other and among families |
| **Year 1** |  |  |  |
| Prior learning | showing empathy towards other feelings  talking about how they and others are feeling.  understanding what bullying is, and resolving disagreements. | knowing the importance of PE, a healthy diet and knowing ways to stay healthy and safe.  understanding feelings of self and others | discussing similarities and difference in relation to friends or family. |
| Key learning | * Develop emotional literacy. * Recognise and understand own and others’ feelings Discuss their feelings with their class and new teacher. * Understand the importance of talking about their feelings. | * Recognise own feelings and how to deal with them. * Understand how to keep themselves healthy and safe online and offline. * Discuss importance of both physical and mental health. | * Discuss changes in life and understand which they have choice over and which they don’t. * Understand the importance of hygiene. * Develop awareness of the value of money * Recognise social issues, what is being done and how to help. |
| **Year 2** |  |  |  |
| Prior learning | identifying emotions and the importance of discussing them. | keeping safe online and offline, learning of discussing emotions and the physical sensations which come with them. | understanding changes – personal and family; awareness of money and of social issues. |
| Key Learning | * Increase range of words for different emotions * Recognise ‘strength’ of emotions. * Recognise physical sensations and behaviours which relate to emotions. | * Understand the importance of confidence * Identify ways to look after their bodies and minds. * Know what is safe and unsafe -when something is too risky * Understand the importance of thinking before putting things online? * Discuss importance of both physical and mental health | * Recognise ways to care for others. * Understand the difference between male and females. * Identify how to keep money safe. * Recognise social issues, what is being done and how to help. |

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| **Year 3** |  |  |  |
| Prior learning | how to cope with and describe their own emotions. | knowing what safe and unsafe situations  how others actions can impact people online. | of differences between male and female  understanding how to be responsible with money. |
| Key Learning | * Develop emotional literacy further to give accuracy in articulating feelings (note importance of this with start of puberty for some children) * Recognise how to help others cope with emotions and build up strategies to use to manage these * Understanding how to overcome negative emotions | * Understand what is a healthy activity in a real life situation outside of school * Understand about smoking and impacts. * Recognise the impacts of technology use and how this impacts their personal and virtual community. | * Develop new perspectives on change that will help them to be more resilient in the future * Understand how to manage difficult feelings about change? * Recognise differences between male and female (pets) * Identify different types of touch and understanding personal space and what to do if they feel uncomfortable with someone. * Recognise differences and similarities of families. * Develop an awareness between needs and wants |
| **Year 4** |  |  |  |
| Prior Learning | how to overcome fear; how to be patient. | how to keep healthy; understanding of the types of information that are safe to share online. | the positives of change and how they make us feel.  understanding of where money comes from. |
| Key Learning | * Continue to develop emotional literacy * Articulate emotions particularly when going through changes. * Develop strategies to deal with different emotions and explore sensations so that different emotions can be identified | * Develop understanding of how to keep healthy and safe in different ways * Explore ways to relax and the importance of looking after their mental health as well as physical   Understand effects of alcohol   * Discuss importance of both physical and mental health | * Develop ways to cope with difficult changes. * Understand each step of the human life cycle. * Understand what puberty is and how it affects people. * Recognise social issues and what can be done about them. |
| **Year 5** |  |  |  |
| Prior learning | understanding of emotion in awareness, reasoning, articulating, managing and interpreting | managing worries and emotions surrounding change. understanding of what it is to be an online citizen. | puberty affects one’s emotions.  making good choices with money. |
| Key learning | * Recognise the link between emotions, sensations and behaviours. * Understand that external impressions may be different from internal feelings/thoughts. * Understand how to control their emotions. * Develop their awareness of how it feels to be calm and relaxed and share strategies of how to keep calm. * Develop their understanding of the concept of respect, recognising respectful and disrespectful behaviours and the impact of them. | * Identify emotions and the different levels of the emotion. * Recognise other opinions on drugs and identify effects of them. * Understand how to protect themselves online. * Discuss importance of both physical and mental health. | * Understanding why we change in puberty and how our emotions change. * Discuss how to take care of ourselves during puberty. * Understand the importance of looking after money and the risks and consequences of borrowing money * Recognise social issues, what is being done and how to help. |
| **Year 6** |  |  |  |
| Prior learning | how to recognise and control emotions  understanding the links between emotions and behaviour | Understanding drugs beliefs and attitudes surrounding them.  online bullying and how to deal with it. | how to look after our bodies during puberty and the emotions that change during this time |
| Key learning | * Develop emotional literacy to explain newfeelings. * Identify and explain their views related to emotions * Challenge stereotypes * Understand that all emotions are ok | * Recognise how emotions can affect others. * Discuss importance of both physical and mental health. * Understand the law around drugs and identify risks with drugs. * Identify how to deal with difficult situations online. | * Understand different types of change * Identify different relationships and how to manage feelings with this * Understand how relationships can change * Recognise social issues, what is being done and how to help. |