Regent Farm First School – PSHE Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	Who helps to keep us safe?	What can we do with money?	How can we look after each other and the world?	What helps us stay healthy?
	Aalfred and Aalbert Going to the Volcano		Want to Play Trucks? Errol's Garden		All Kinds of Families Hair, it's a Family Affair	
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
	How to be a Lion Max the Champion		Amazing The Great Big Book of Families		All are Welcome How to Heal a Broken Wing	
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
	Leaf We're All Wonders		King and King The Truth of Old People		And Tango Makes Three Introducing Teddy	
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we manage risk in different places?	How can our choices make a difference to others and the environment?	How will we grow and change?
	Along Came Different When Sadness Comes to Call		Kenny Lives with Erica and Martina The Flower The Island *(if appropriate)*		A Crayons Story The Suitcase	

YEAR 1 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn…
Autumn 1 What is the same and different about us?	**Relationships** Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	• what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private
Autumn 2 Who is special to us?	**Relationships** Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	• that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried
Spring 1 What helps us stay healthy?	**Health and wellbeing** Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H37	• what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing

Spring 2 What can we do with money?	**Living in the wider world** Money; making choices; needs and wants PoS refs: L10, L11, L12, L13	• what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this
Summer 1 Who helps to keep us safe?	**Health and wellbeing** Keeping safe; people who help us PoS refs: H33, H35, H36, R15, R20, L5	• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say
Summer 2 How can we look after each other and the world?	**Living in the wider world** Ourselves and others; the world around us; caring for others; growing and changing PoS refs: H26, H27, R21, R22, R24, R25, L2, L3	• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group

Year 1 No Outsiders Texts	
Name of Book	**Focus / Theme**
Aalfred and Aalbert	Love and friendship
Going to the Volcano	Don't follow the ground, follow your own path
All Kinds of Families	Understanding what makes a family
Want to Play Trucks?	How to play together and accept people like different things
Errol's Garden	The impact of working together
Hair, it's a Family Affair!	Be proud of who you are

YEAR 2 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn…
Autumn 1 What makes a good friend?	**Relationships** Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25	• how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy
Autumn 2 What is bullying?	**Relationships** Behaviour; bullying; words and actions; respect for others PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	• how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bulling and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
Spring 1 What jobs do people do?	**Living in the wider world** People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8	• how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people • they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life
Spring 2 What helps us to stay safe?	**Health and wellbeing** Keeping safe; recognising risk; rules PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9	• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel • unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be

		someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
Summer 1 What can help us grow and stay healthy?	**Health and wellbeing** Being healthy: eating, drinking, playing and sleeping PoS refs: H1, H2, H3, H4, H8, H9	• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, • including dental health • how to be physically active and how much rest and sleep they • should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun
Summer 2 How do we recognise our feelings?	**Health and wellbeing** Feelings; mood; times of change; loss and bereavement; growing up PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27	• how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it

Year 2 No Outsiders Texts

Name of Book	Focus / Theme
How to be a lion	Self-confidence
Max the Champion	Our bodies work in different ways/disability
Amazing	What is a good friend?
The great Big Book of Families	To understand what diversity is
All Are Welcome	Everyone is different and everyone belongs
How to Heal a Broken Wing	To recognise when someone needs help

YEAR 3 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn…
Autumn 1 How can we be a good friend?	**Relationships** Friendship; making positive friendships, managing loneliness, dealing with arguments PoS refs: R10, R11, R13, R14, R17, R18	• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel • uncomfortable or unsafe and how to ask for support
Autumn 2 What keeps us safe?	**Health and wellbeing** Keeping safe; at home and school; our bodies; hygiene; medicines and household products PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29	• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that • makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to • deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and • speaking to the emergency services

Spring 1 What are families like?	**Relationships** Families; family life; caring for each other PoS refs: R5, R6, R7, R8, R9	• how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the • different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
Spring 2 What makes a community?	**Living in the wider world** Community; belonging to groups; similarities and differences; respect for others PoS refs: R32, R33, L6, L7, L8	• how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups • make up the wider/local community around the school • how the community helps everyone to feel included and values • the different contributions that people make • how to be respectful towards people who may live differently to • them
Summer 1 Why should we eat well and look after our teeth?	**Health and wellbeing** Being healthy: eating well, dental care PoS refs: H1, H2, H3, H4, H5, H6, H11, H14	• how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care

Summer 2 Why should we keep active and sleep well?	**Health and wellbeing** Being healthy: keeping active, taking rest PoS refs: H1, H2, H3, H4, H7, H8, H13, H14	• how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

Year 3 No Outsiders Texts	
And Tango Makes Three	Equality and Controversy
Introducing Teddy	Acceptance and love
Leaf	Different isn't scary
We're all wonders	Kindness and feelings
The Truth About Old People	To recognise a stereotype
King and King	Relationships

YEAR 4 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn…
Autumn 1 What strengths, skills and interests do we have ?	**Health and wellbeing** Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25	• how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about • themselves and their achievements • how their personal attributes, strengths, skills and interests • contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes • and reframe unhelpful thinking
Autumn 2 How do we treat each other with respect?	**Relationships** Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27,	• how people's behaviour affects themselves and others, • including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns

* Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). See our Addressing FGM in schools information sheet for further information

Spring 1 How can we manage our feelings?	**Health and wellbeing** Feelings and emotions; expression of feelings; behaviour PoS refs: H17, H18, H19, H20, H23	• how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be • expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or • others' feelings
Spring 2 How can we manage risk in different places?	**Health and wellbeing** Keeping safe; out and about; recognising and managing risk PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1,L5,L15	• how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law
Summer 1 How can our choices make a difference to others and the environment?	**Living in the wider world** Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions PoS refs: L4, L5, L19, R34	• how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and • opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and • compassionate way

Summer 2 How will we grow and change?	**Health and wellbeing** Growing and Changing; puberty PoS refs: H31, H32, H34	• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty how to ask for advice and support about growing and changing and puberty

Year 4 No Outsiders Texts	
Kenny Lives with Erica and Martina	Community, difference, family, segregation
The Island (If appropriate)	Exclusion, fear and segregation
Along Came Different	Acceptance of difference
When Sadness Comes to Call	Looking after your mental health
Red: A Crayon's Story	To be proud of who I am
The Suitcase	How do we show respect to others and show strangers be scary?
The Flower	Asking questions