This curriculum overview provides the importance of Personal, Social and Health Education (PSHE) help given to pupils to attain knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities using JIGSAW as a whole school programme. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions that affect and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective. fulfilling relationships that are an essential part of life learning.

PSHE	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships		What do I like	What can others do to	To recognise a wider	Know about what	Know about different	Know about different
Pupils should be	New	about my	help me feel good?	range of feelings in	makes a positive,	types of relationships	types of relationship.
taught:	statements	friend?	Who do I look after?	others.	healthy relationship,	(friends, families,	Know what constitutes a
1. How to	Build	What does	Young carers lesson		including friendships.	couples, marriage,	positive, healthy
develop and	constructiv	my friend like	Why shouldn't I tease	Respond to how others		civil partnership).	relationship.
maintain a	e and	about me?	others?	are feeling.	Know how to		
variety of healthy	respectful				maintain good	Know about what	Know how to maintain a
relationships,	relationship	Who am I?	New beginnings	To recognise a wider	friendships.	constitutes a positive,	healthy relationship.
within a range of	S.		Feelings and emotions	range of feelings in		healthy relationship.	
social/cultural		Children can,		others.	Understand how		Know about committed
contexts.	Express	understand,	Children can		actions can affect us	Recognise when a	loving relationships
2. How to	their	identify and	demonstrate that they	Respond to how others	and others.	relationship is	(including marriage and
recognise and	feelings	name some	can manage some	are feeling.		unhealthy.	civil partnership).
manage	and	feelings (for	feelings in a positive		Know about the		
emotions within	consider	example	and effective way.	Work collaboratively	difference between	Judge whether	Know that marriage,
a range of	the feelings	through	They begin to share	toward shared goals.	acceptable and	physical contact is	arranged marriage and
relationships.	of others.	interpreting	their views and		unacceptable physical	acceptable or	civil partnership is
3. How to		facial	opinions (for example	Know about differences	contact.	unacceptable and how	between two people who
recognise risky or		expressions)	talking about	and similarities between		to respond.	willingly agree.
negative		and express	fairness). They can set	people, but understand	Know how to respond		
relationships		some of their	themselves simple	everyone is equal.	to unacceptable	Model negotiation	Know that to force anyone
including all	Think about	positive	goals.		physical contact.	and compromise	into marriage (forced
forms of bullying	the	qualities.		To recognise bullying -		strategies to resolve	marriage) is illegal.
and abuse	perspective			themselves and others.	Work collaboratively	disputes and conflict.	
<b>4</b> . How to	s of others.				toward shared goals.		Know about the
respond to risky				Know how to respond		Give helpful feedback	importance speaking out
or negative				and ask for help.	Recognise differences	and support to others.	about forced marriage
relationships and					and similarities		
ask for help.				Know about what is	between people, but	Know about the	Know about
<b>5</b> . How to respect				meant by 'stereotypes'.	understand everyone	factors that make	confidentiality.
equality and					is equal.	people the same or	
diversity in				Know about the		different.	Know about times when it
relationships.				importance of keeping	Recognise all forms of		appropriate and necessary
				personal boundaries and	bullying.	Recognise and	to break a confidence.
				the right to privacy.		challenge	
						'stereotypes'.	Know about judging
							whether physical contact is

			Know how to respond and ask for help. Recognise dares.  Know about what is meant by 'stereotypes'.  Know about the importance of keeping personal boundaries	Know about the correct use of the terms sex, gender identity and sexual orientation.  Recognise dares.  Know about the importance of keeping personal boundaries and the right to privacy	acceptable or unacceptable. Know how to respond.  Confidently negotiate and compromise strategies to resolve disputes and conflict.  Give helpful feedback and support to others.  Recognise and manage dares.  Understand about the importance of keeping personal boundaries and
the right to privacy					Understand about the importance of keeping

Health and	See	Children can	Children can make	Know about what makes	Understand about	Understand that	Know that images in the
Wellbeing	themselves	explain ways	simple choices about	a 'balanced lifestyle'.	what makes a	images in the media	media can distort reality.
Pupils should be	as a	of keeping	some aspects of their	,	'balanced lifestyle'.	can distort reality.	,
taught:	valuable	clean and	health and well-being	Know about making	,	, i	Know media can affect
1. What is meant	individual.	they can	and know what keeps	choices in relation to	Understand about	Know media can affect	how people feel about
by a healthy		name the	them healthy.	health.	making choices in	how people feel about	themselves.
lifestyle?		main parts of	, i		relation to health.	themselves.	
<b>2.</b> How to		the body.	Children as a hall	Know about what makes			Cope with change and
maintain	Identify	•	Children can talk	up a balanced diet.	Understand about	To describe the range	transition - how this
physical, mental	and	Th	about the harmful	'	what makes up a	and intensity of their	relates to bereavement
and emotional	moderate	They can	aspects of some	Know about	balanced diet.	feelings to others.	and the process of
health and	their own	explain that	household products	opportunities they have			grieving.
wellbeing.	feelings	people grow	and medicines, and	to make their own	Know about	Manage complex or	
3. How to	socially and	from young	describe ways of	choices about food.	opportunities they	conflicting emotions.	Know how the spread of
manage risks to	emotionally	to old.	keeping safe in		have to make their		infection can be
physical and			familiar situations.	Know about what	own choices about	Know how the spread	prevented.
emotional			, c. 1:00	influences their choices	food.	of infection can be	[ '
health and		How have I	Keeping fit – different	about food.		prevented.	Understand about
wellbeing		changed?	ways that exercise can		Know about what	procession.	different influences on
4. ways of	Manage	(physically,	help people feel	Know that images in the	influences their	Know about the skills	behaviour, including peer
keeping	their own	socially &	better about	media do not necessarily	choices about food.	needed in an	pressure and media
physically and	needs -	emotionally)	themselves + PE +	reflect reality.	choices about room	emergency.	influence.
emotionally safe	personal		Theme.	,	To know about a		
5. about	hygiene	I I a a lula /		Know about a wider	wider range of feeling	Know about habits (in	Know how to resist
managing	Hygiene	Healthy /		range of feelings some	both good and bad.	relation to drug,	unhelpful pressure and ask
change, including		Unhealthy		good and some not so	Sour good and Saut	alcohol and tobacco	for help.
puberty,		food & diet		good.	Understand that	education).	l or ne.p.
transition and	Know and	swaps.		l good.	people can experience		Know about habits (in
loss	talk about	D		Know people can	conflicting feelings at	Know about strategies	relation to drug, alcohol
6. how to make	the	Basic		experience different	the same time.	for managing personal	and tobacco education).
informed choices	different	movements		feelings at the same		safety - local	
about health and	factors that	in PE lessons.		time.	The can describe	environment.	Understand about some of
wellbeing and to	support	Exploring			feelings to others.		the risks and effects of
recognise sources	their	fitness and health.		Describing their feelings	g	Know about	legal and illegal substances
of help with this.	overall	neartn.		to others.	Manage risks in	strategies for	(drugs – including
<b>7</b> . How to	health and			1.5.5.5.5.	familiar situations and	managing personal	medicines, alcohol and
respond in an	wellbeing.			Know about the kinds of	keeping safe.	safety – online.	tobacco).
emergency	wellbellig.			change that happen in		32.30, 3	13.3300).
8. To identify	regular			life and the feelings	Understand about the	Know what to	Know about strategies for
different	physical			associated with this.	importance of school	consider before	managing personal safety -
influences on	activity			2230.000	rules for health and	sharing pictures of	local environment and
health and	activity			Know about feeling	safety.	themselves and others	online.
wellbeing.	healthy			negative pressure and		online.	
	eating			how to manage this.			
	cating			Know about drugs that			Know what to consider
				are common in everyday			before sharing pictures of
		I .		a. a common in everyddy			Secore sharing piecares of

sensible amounts of 'screen time'  having a good sleep routine  being a safe pedestrian,  Show resilience and perseveran ce in the face of challenge.	T .	toothbrushi		life (medicines, caffeine,	Know about how to	Know how to keep	themselves and others
sensible amounts of 'screen time'  having a good sleep routine  being a safe pedestrian,  Show resilience and perseveran ce in the face of							
sensible amounts of 'screen time'  having a good sleep routine  being a safe pedestrian,  Show resilience and perseveran ce in the face of	r	ng		alcohol and tobacco)			online.
amounts of 'screen time'  having a good sleep routine  being a safe pedestrian,  Show resilience and perseveran ce in the face of					emergency.	using a mobile phone	
'screen time'  having a good sleep routine  being a safe pedestrian,  Show resilience and perseveran ce in the face of	S	sensible					Know how to keep safe
'screen time'  having a good sleep routine  being a safe pedestrian,  Show resilience and perseveran ce in the face of	a	amounts of			Know about keeping		and well when using a
time' having a good sleep routine being a safe pedestrian,  Show resilience and perseveran ce in the face of							
having a good sleep routine  being a safe pedestrian,  Show resilience and perseveran ce in the face of							mobile priorie.
having a good sleep routine  being a safe pedestrian,  Show resilience and perseveran ce in the face of	١ .	uiile			environment.		Wasan bass to set bats
good sleep routine  being a safe pedestrian,  Show resilience and perseveran ce in the face of							
routine  being a safe pedestrian,  Show resilience and perseveran ce in the face of							advice and support
routine  being a safe pedestrian,  Show resilience and perseveran ce in the face of	g	good sleep			safe online.		
being a safe pedestrian,  Show resilience and perseveran ce in the face of							
being a safe pedestrian,  Show resilience and perseveran ce in the face of					Know about people		
safe pedestrian,  Show resilience and perseveran ce in the face of	h	hoing a					
pedestrian,  Show resilience and perseveran ce in the face of							
Show resilience and perseveran ce in the face of					nealthy and safe.		
resilience and perseveran ce in the face of	p	pedestrian,					
resilience and perseveran ce in the face of							
resilience and perseveran ce in the face of	S	Show					
and perseveran ce in the face of							
perseveran ce in the face of							
ce in the face of							
face of							
challenge.							
		challenge.					

Living in the	Know about	Understand class rules	Understand how to	Discuss and debate	To research, discuss	To research, discuss and
wider world.	group and	and why they are	discuss and debate	issues concerning	and debate to discuss	debate to discuss and
1. Children talk	class rules	important.	issues concerning health	health and wellbeing.	and debate issues	debate issues concerning
about past and	and why they		and wellbeing.	_	concerning health and	health and wellbeing.
present events in	are	Understand about		Know about the ways	wellbeing.	
their own lives	important.	respecting the needs	Know about the ways in	in which rules and	_	Know why and how laws
and in the lives of		of ourselves and	which rules and laws	laws keep people safe.	Know why and how	are rules and laws are
family members.	Know about	other.	keep people safe.		laws are rules and	made.
2. They know	respecting	other.	Take part in making and	Take part in making	laws are made.	
that other	the needs of		changing rules	and changing rules.		Take part in making and
children don't	ourselves and	Know about groups			Take part in making	changing rules.
always enjoy the	others.	and communities that	Know about their	Understand that	and changing rules.	
same things, and		they belong to.	responsibilities, rights	everyone has human		Understand about the
are sensitive to	Know about		and duties (home,	rights (and that	Understand about the	importance of human
this.	groups and	Know about looking	school and the	children have their	importance of human	rights (and the Rights of
3. They	communities	after the local	environment)	own set of human	rights (and the Rights	the Child).
know about	that they	environment.		rights).	of the Child).	
similarities	belong to.		Understand about			Know about the UN
and differences	Looking after	1	resolving differences –	Know about the UN	Know about the UN	declaration on the Rights
between	the local	Understand about	agreeing and disagreeing	declaration on the	declaration on the	of the Child.
themselves	environment.	where money comes		Rights of the Child.	Rights of the Child.	
and others, and		from and what it is.	Appreciate difference			Know that harmful
among families,	Know where		and diversity (people	Understand about	Know that harmful	practices (such as FGM
communities and	money comes	Understand how to	living in the UK	their responsibilities,	practices (such as	and forced marriage) are
traditions.	from and	keep money safe.		rights and duties	FGM and forced	against British law (illegal)
4. Children are	what it is		Understand about the	(home, school and the	marriage) are against	and in contradiction with
confident to try	used for.	Understand that	role of money.	environment).	British law (illegal) and	human rights.
new activities,					in contradiction with	
and say why they	Understand	everybody is unique	Understand the ways of	Understand about	human rights.	Know that human rights
like some	that		managing money	resolving differences –		overrule any beliefs, ideas
activities more	everybody is	Understand about the	(budgeting and saving).	agreeing and	Understand that	or practices that harm
than others.	unique.	ways we are the same		disagreeing.	human rights overrule	others.
5. They are		as other people.	Know that information		any beliefs, ideas or	
confident to	Know the		presented in the media	Know about being	practices that harm	
speak in a	ways we are	Know about the	can be misleading	part of a community.	others.	Appreciate the range of
familiar group,	the same as	people who work in			Understand about	national, regional, religious
will talk about	other people.	their community.			what it means to be a	and ethnic identities of
their ideas, and		their community.		Know about who	part of a community.	people living in the UK.
will choose the	Know about			works with the local		
resources they	the people	Know how to get their		community.		Know about the lives,
need for their	who work in	help, including in an			Know about different	values and customs of
chosen activities.	their	emergency		Understand about the	groups / individuals	people living in other
<b>6</b> . They say when	community.			role of money.	that support the local	places.
they do or don't	Know how to				community.	Know how finance plays an
need help.	get help even			Know about ways of		important part in people's
				managing money		lives.

in an		(budgeting and	Know about the role	Know about being a critical
emergency.		saving).	of voluntary,	consumer
			community and	
		Understand that	pressure groups.	Understand 'loan, interest
		information presented	Appreciate the range	and debt.
		in the media can be	of national, regional,	
		misleading.	religious and ethnic	Understand about the
		s.caag.	identities of people	importance of looking
			living in the UK.	after money, including
			Understand how	managing loans and debt.
			finance plays an	managing rouns and dest.
			important part in	Know that people pay 'tax'
			people's lives.	to contribute towards
			people s lives.	society.
			Know about being a	Society.
			critical consumer.	Know about how
			critical consumer.	resources are allocated
			Understand 'loan,	and the effect this has on
			interest and debt.	individuals, communities
			interest and debt.	and the environment.
			Know about how	Know what it takes to set
			resources are	up an enterprise
			allocated and the	up an enterprise
			effect this has on	Know about what
			individuals,	enterprise means for work
			communities and the	and society.
			environment.	To be critical of what they
			environment.	see and read in the media.
				see and read in the incula.
				To critically consider
				information they choose
				information they choose