

TERMLY OVERVIEW FOR THE YEAR 2017-2018
PSHE

	Year 3	Year 4	Year 5	Year 6
Autumn Term 1	Myself and My Relationships= <u><i>Working Together</i></u> <ul style="list-style-type: none"> • Effective communication • Group Work skills • Identify positive aspects of themselves • Personal qualities of friends and family 	Myself and My Relationships= <u><i>My Emotions</i></u> <ul style="list-style-type: none"> • Communicating emotions • Impact of emotions on others • Range of people to share emotions with. 	Myself and My Relationships= <u><i>Working Together</i></u> <ul style="list-style-type: none"> • Acknowledge and encourage views of others • Self perception • Others' rights and responsibilities • Personal qualities for work 	Myself and My Relationships= <u><i>My Emotions</i></u> <ul style="list-style-type: none"> • Recognise and deal with mood changes
	<p>New beginnings focuses on developing children's skills in four key areas: empathy, self-awareness, social skills and motivation</p> <p>Relationships Explores feelings, including loss, within the context of our important relationships including family and friends.</p>	<p>New beginnings focuses on developing children's skills in four key areas: empathy, self-awareness, social skills and motivation</p> <p>Relationships Explores feelings, including loss, within the context of our important relationships including family and friends.</p>	<p>New beginnings focuses on developing children's skills in four key areas: empathy, self-awareness, social skills and motivation</p> <p>Relationships Explores feelings, including loss, within the context of our important relationships including family and friends.</p>	<p>New beginnings focuses on developing children's skills in four key areas: empathy, self-awareness, social skills and motivation</p> <p>Relationships Explores feelings, including loss, within the context of our important relationships including family and friends.</p>
Autumn Term 2	Myself and My Relationships= <u><i>Friendships and Difference</i></u> <ul style="list-style-type: none"> • Managing friendships • Awareness of lifestyles and beliefs 	Myself and My Relationships= <u><i>Managing Risk and Change</i></u> <ul style="list-style-type: none"> • Identifying risks • Reaction to risks • Dealing with pressure in risky situations • Changes in their lives • Emotions involved in change • Confidence in new situations. 	Myself and My Relationships= <u><i>Friendships and Difference</i></u> <ul style="list-style-type: none"> • Value personality • Resolving conflict • Influences and pressures • Respecting difference 	Myself and My Relationships= <u><i>Managing Risk and Change</i></u> <ul style="list-style-type: none"> • Positive and negative aspect of risk taking • Consequences and degrees of risk • Emotions associated with loss • How change has affected them
	<p>Getting on and falling out Focuses on developing children's skills in three key areas: empathy, managing feelings (with a focus on anger) and social skills.</p>	<p>Getting on and falling out Focuses on developing children's skills in three key areas: empathy, managing feelings (with a focus on anger) and social skills.</p>	<p>Getting on and falling out Focuses on developing children's skills in three key areas: empathy, managing feelings (with a focus on anger) and social skills.</p>	<p>Getting on and falling out Focuses on developing children's skills in three key areas: empathy, managing feelings (with a focus on anger) and social skills.</p>

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	<p>Say no to bullying Focuses on what bullying is, how it feels, why people bully, how we can prevent and respond to it, and how children can tackle this problem.</p>	<p>Say no to bullying Focuses on what bullying is, how it feels, why people bully, how we can prevent and respond to it, and how children can tackle this problem.</p>	<p>Say no to bullying Focuses on what bullying is, how it feels, why people bully, how we can prevent and respond to it, and how children can tackle this problem.</p>	<p>Say no to bullying Focuses on what bullying is, how it feels, why people bully, how we can prevent and respond to it, and how children can tackle this problem.</p>
Spring Term 1	<p>Citizenship= <u>Communities and Identities</u></p> <ul style="list-style-type: none"> • Saving and spending • People in the community • Basic animal welfare • Similarities and differences in the community 	<p>Citizenship= <u>World of Drugs 2</u></p> <ul style="list-style-type: none"> • Different types of medicines • Legal drugs • Attitude to media • Finding risky substances 	<p>Citizenship= <u>Communities and Identities</u></p> <ul style="list-style-type: none"> • Financial choices • Roles in the community • Environmental issues • Different UK identities 	<p>Citizenship= <u>World of Drugs 2</u></p> <ul style="list-style-type: none"> • Physical effects of drugs and solvents • Reactions to risk • Being assertive in risky situations
	<p>Going for Goals Aims to develop children's self-awareness and promote goal-motivated behaviour. It gives an important opportunity for all children's abilities, qualities and strengths to be valued.</p>	<p>Going for Goals Aims to develop children's self-awareness and promote goal-motivated behaviour. It gives an important opportunity for all children's abilities, qualities and strengths to be valued.</p>	<p>Going for Goals Aims to develop children's self-awareness and promote goal-motivated behaviour. It gives an important opportunity for all children's abilities, qualities and strengths to be valued.</p>	<p>Going for Goals Aims to develop children's self-awareness and promote goal-motivated behaviour. It gives an important opportunity for all children's abilities, qualities and strengths to be valued.</p>
Spring Term 2	<p>Citizenship= <u>Rules and Responsibilities</u></p> <ul style="list-style-type: none"> • Making rules • Responsibilities at home • Democracy at school 	<p>Citizenship= <u>World of Drugs</u></p> <ul style="list-style-type: none"> • Essential use of medicines • Influence of friends and others 	<p>Citizenship= <u>Rules and Responsibilities</u></p> <ul style="list-style-type: none"> • Rules and Laws in society • Conflicting rights and responsibilities • Children's rights • Local and national democracy 	<p>Citizenship= <u>World of Drugs</u></p> <ul style="list-style-type: none"> • Legal and illegal drugs • Reliable information • Misuse of substances
	<p>Taking care-4 week programme!</p>	<p>Taking care-4 week programme!</p>	<p>Taking care-4 week programme!</p>	<p>Taking care-4 week programme!</p>
Summer Term 1	<p>Healthy & Safer Lifestyles= <u>Growing and Changing</u></p> <ul style="list-style-type: none"> • Responsibilities for hygiene 	<p>Healthy & Safer Lifestyles= <u>Keeping Safe</u></p> <ul style="list-style-type: none"> • Identifying familiar risks 	<p>Healthy & Safer Lifestyles= <u>Growing and Changing 2</u></p> <ul style="list-style-type: none"> • Changing emotions 	<p>Healthy & Safer Lifestyles= <u>Keeping Safe</u></p> <ul style="list-style-type: none"> • Risk in wider range of

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	<ul style="list-style-type: none"> Differences between males and females 	<ul style="list-style-type: none"> Responsibility for personal safety Good and bad touches 	<ul style="list-style-type: none"> Love and marriage Lifestyle choices 	<ul style="list-style-type: none"> situations Confidence and assertiveness Secrets and promises
	<p>Good to be me Focuses on developing children's skills in three key areas: self-awareness, managing feelings and empathy.</p>	<p>Good to be me Focuses on developing children's skills in three key areas: self-awareness, managing feelings and empathy.</p>	<p>Good to be me Focuses on developing children's skills in three key areas: self-awareness, managing feelings and empathy.</p>	<p>Good to be me Focuses on developing children's skills in three key areas: self-awareness, managing feelings and empathy.</p>
Summer Term 2	<p>Healthy & Safer Lifestyles= <u>Growing and Changing 2</u></p> <ul style="list-style-type: none"> Being Grown up Effects of healthy eating and exercise 	<p>Healthy & Safer Lifestyles= <u>Keeping Safe 2</u></p> <ul style="list-style-type: none"> Responding to assertively to teasing and bullying Taking action in an emergency 	<p>Healthy & Safer Lifestyles= <u>Growing and Changing</u></p> <ul style="list-style-type: none"> Changing hygiene routines Puberty Human life cycle 	<p>Healthy & Safer Lifestyles= <u>Keeping Safe 2</u></p> <ul style="list-style-type: none"> Different types of bullying Supporting those who are bullied Knowing where to get help and support
	<p>Changes Aims to give children an understanding of different types of change, positive and negative, and equip them to manage their feelings.</p> <p>SRE</p>	<p>Changes Aims to give children an understanding of different types of change, positive and negative, and equip them to manage their feelings.</p> <p>SRE</p>	<p>Changes Aims to give children an understanding of different types of change, positive and negative, and equip them to manage their feelings.</p> <p>SRE: Puberty</p>	<p>Changes Aims to give children an understanding of different types of change, positive and negative, and equip them to manage their feelings.</p> <p>SRE School Nurse=Smoking</p>

=Cambridgeshire PSHE

=SEAL-National Strategies