**Brookhurst Primary School**

**PHSE Curriculum Overview**

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|  | Autumn   | Spring | Summer |
| EYFS | **Self-Regulation: My Feelings:** explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions**.****Building Relationships:** Special Relationships: explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.**My Happy Mind:** Meet Your Brain | **Managing self: Taking on challenges**: understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice ‘grounding’ coping strategies, and to learn new skills that will help them show resilience **Self-regulation: Listening and following instructions:** why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.**My Happy Mind:** Celebrate, Appreciate,  | **Building relationships:** My family and friends: we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.**Managing self: My wellbeing:** children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.**My Happy Mind:** Relate, Engage |
| Year 1 | **Introduction: Setting ground rules for RSE & PSHE****Family and relationships:** families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair**My Happy Mind:** | **Health and wellbeing**: Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy**Safety and the changing body:** how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost; how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe**My Happy Mind:** | **Citizenship:** the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy**Economic wellbeing:** what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of jobs roles in schools**My Happy Mind:** |
| Year 2 | **Family and relationships:** families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect.**My Happy Mind:** | **Health and wellbeing:** benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene**Safety and the changing body:** Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.**My Happy Mind:** | **Citizenship**: learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school council works; giving an opinion.**Economic wellbeing:** Learning about where money comes from, how to look after money and why we use banks and building societies.**My Happy Mind:** |
| Year 3 | **Family and relationships**: How to resolve relationship problems; effective listening skills, non-verbal communication. Bullying and what action can be taken; exploring trust and who to trust; stereotyping **My Happy Mind:** | **Health and wellbeing:** a healthy lifestyle; physical activity, a balanced diet, rest and relaxation. Exploring identity; our strengths; learning how to solve problems**Safety and the changing body:** Cyberbullying and how to be good digital citizens; first aid, bites and stings and how to be safe near roads. Pupils also think about choices and influence**My Happy Mind:** | **Citizenship:** children’s rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy**Economic wellbeing:** creating a budget; different ways of paying; the emotional impact of money; the ethics of spending and thinking about potential jobs and careers**My Happy Mind:** |
| Year 4 | **Family and relationships:** families are varied and differences must be respected; physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations; bereavement**My Happy Mind:** | **Health and wellbeing:** Developing emotional maturity; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene**Safety and the changing body:** online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma**My Happy Mind:** | **Citizenship:** Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government**Economic wellbeing:** choices associated spending, what makes something good value for money, career aspirations and what influences career choices**My Happy Mind:** |
| Year 5 | **Families and relationships:** Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; impact of bullying and what influences a bully’s behaviour; appreciate our individual positive attributes.**My Happy Mind:** | **Health and wellbeing:** take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation**Safety and the changing body:** emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.**My Happy Mind:** | **Citizenship:** introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community**Economic wellbeing:** Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace**My Happy Mind:** |
| Year 6 | **Family and relationships**: resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief**Identity:** personal identity and body image**My Happy Mind:** | **Health and wellbeing:** diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals**Safety and the changing body:** the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.**My Happy Mind:** | **Citizenship:** human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy**Economic wellbeing:** attitudes to money, how to keep money safe, career paths and the variety of different jobs available**My Happy Mind:** |