

New Scotland Hill PSHE Overview

	AUTUMN		SPRING		SUMMER	
<b>EYFS</b>	<p><b>Self-Regulation</b> Topics will include:</p> <p><b>My Feelings:</b> Identifying my feelings Coping strategies Emotional adjectives Facial Expressions</p>		<p><b>Managing Self</b> Topics will include:</p> <p><b>My wellbeing:</b> What is exercise? Being a safe pedestrian Eating healthily</p> <p><b>Taking on challenges:</b> Why do we have rules? Building towers Team races</p> <p>Also use if NSPCC Pants resource during Safety Week.</p>		<p><b>Building Relationships</b> Topics will include:</p> <p><b>Special Relationships:</b> Special people Sharing I am unique Similarities and differences</p> <p><b>My family and friends:</b> Festivals Sharing What makes a good friend Being a good friend</p>	
<b>Overarching theme</b>	<b>Managing Emotions - including whole school project</b>	<b>Citizenship</b>	<b>Safety</b> (To include Safer Internet Day)	<b>Economic Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Relationships (RSHE) and the Changing Body</b>
<b>Year 1</b>	<p><b>Lessons from Kapow (Health and Wellbeing): Understanding my emotions.</b></p>	<p>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. An introduction to democracy.</p>	<p>How to respond to adults in different situations. Distinguishing appropriate and inappropriate physical contact. Understanding what to do if lost and how to call the emergency services. Identifying hazards in the home.</p>	<p>What money is and where it comes from. How to keep cash safe. The function of banks and building societies. Spending and Saving. Job roles in and out of school.</p>	<p>Personal qualities. Strategies to manage feelings. The impact of sleep and relaxation on wellbeing. The importance of hand washing and sun protection. Dealing with allergic reactions. People in the community who keep us healthy.</p>	<p>Exploring how families can be Different. The characteristics and impact of positive friendships. Learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.</p>

New Scotland Hill PSHE Overview

	<p><b>Experiencing different emotions.</b>  <b>Wonderful me</b>  <b>My Happiness</b>  <b>Emotions</b>  <b>Taking responsibility for my feelings</b>  <b>Developing emotional maturity.</b>  <b>Learning that we experience a range of emotions and are responsible for these.</b>  <b>Appreciating the emotions of Others.</b></p>		<p>Identifying people in the community who keep us safe.  <b>E-Safety: Using the internet safely – making good choices.</b>  <b>Resources taken from Project Evolve to include:</b>  <b>Self-Image and Identity, Online Relationships, Privacy and Security, Online Bullying.</b></p> <p><b>Use of NSPCC Pants resources.</b></p>			
<p><b>Year 2</b></p>	<p><b>What do I understand about these emotions?</b>  <b>How do I feel when I am red/blue yellow/purple?</b></p>	<p>Learning about rules outside of school.  Caring for the school and local Environment.  Exploring the roles people have within the local community.  Learning how to voice an opinion.</p>	<p>Developing understanding of safety: roads and medicines and an introduction to online safety.  Distinguishing secrets from surprises.</p> <p><b>E-Safety: Resources taken from Project Evolve to include:</b>  <b>Self-Image and Identity, Online Relationships, Privacy and Security, Online Bullying.</b></p> <p><b>Use of NSPCC Pants resources.</b></p>	<p>Learning about where money comes from, how to look after money and how we use money.  Looking at careers and jobs.</p>	<p>Learning about the benefits of exercise and relaxation on physical health and wellbeing.  Learning strategies to manage different emotions.  Setting goals, developing a growth mindset and understanding dental hygiene.</p>	<p>Naming body parts and looking at the concept of privacy.</p>

New Scotland Hill PSHE Overview

<p>Year 3</p>	<p>What happens to my body? (Look for different feelings within head, tummy, chest, hands etc)</p> <p>Do my friends feel the same as me?</p> <p>What makes me feel happy/low angry/wobbly?</p> <p>If I start to feel xxxx, what strategies might help me</p>	<p>Learning about: children’s rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.</p>	<p>Learning how to: call the emergency services; respond to bites and stings; be a responsible digital citizen.</p> <p>Learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.</p> <p><b>Other E-Safety Resources taken from Project Evolve to include:</b> <b>Self-Image and Identity, Online Relationships, Online Reputation Privacy and Security, Online Bullying, Managing Online Information.</b></p> <p><b>Use of NSPCC Pants resources.</b></p>	<p>Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money and the ethics of spending.</p> <p>Thinking about potential jobs and stereotypes.</p>	<p>Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation.</p> <p>Exploring identity through groups we belong to and how our strengths can be used to help others.</p> <p>Learning how to solve problems by breaking them down.</p>	<p>Learning how to resolve relationship problems.</p> <p>Effective listening skills and about non-verbal communication.</p> <p>Looking at the impact of bullying and what action can be taken.</p> <p>Exploring trust and who to trust and that stereotyping can exist.</p>
<p>Year 4</p>	<p>xxxx, what strategies might help me</p>	<p>Learning about Human rights and caring for the environment; exploring the role of</p>	<p>Building awareness of online safety.</p> <p>Understanding the benefits and risks of sharing</p>	<p>Exploring choices associated with spending and what makes something good value for money.</p>	<p>Developing a growth mindset.</p> <p>Identifying calming activities.</p> <p>Developing</p>	<p>Learning that families are varied and differences must be respected.</p>

New Scotland Hill PSHE Overview

	<p>change how I feel?</p> <p>Resources to use:</p> <p><a href="https://www.Goodmorningmsfoster.com/theemotionsshed">https://www.Goodmorningmsfoster.com/theemotionsshed</a></p>	<p>groups within the local community and appreciating community diversity; looking at the role of local government.</p>	<p>information online. Understanding the difference between private and public. Age restrictions. Understanding the risks associated with tobacco and how to help someone with asthma.</p> <p><b>E-Safety: Resources taken from Project Evolve to include: Self-Image and Identity, Online Relationships, Online Reputation Privacy and Security, Online Bullying, Managing Online Information.</b></p>	<p>Exploring stereotypes in the workplace, career aspirations and what influences career choices.</p>	<p>independence in dental hygiene.</p>	<p>Understanding physical and emotional boundaries in friendships. Understanding the roles of bully, victim and bystander. Understanding how behaviour affects others. Understanding the importance of appropriate manners. Learning about bereavement. Understanding the physical and emotional changes in puberty.</p>
<p>Year 5</p>	<p>Children create their own emotions chart to reflect their personal feelings and body clues.</p>	<p>An 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</p>	<p>Learning about the reliability of online information. Learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.</p>	<p>Exploring attitudes to money, how to keep money safe, banks and organisations, the risks of gambling, career paths and the variety of different jobs available.</p>	<p>Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings. Setting goals and embracing failure. Understanding the importance of rest and relaxation.</p>	<p>Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what</p>

New Scotland Hill PSHE Overview

	<p>Use the body mapping and/or thought processing resources on the emotions Shed website.</p>	<p>contributing to the community.</p>	<p><b>E-Safety: Resources taken from Project Evolve to include: Self-Image and Identity, Online Relationships, Online Reputation Privacy and Security, Online Bullying, Managing Online Information.</b></p> <p><b>Use of NSPCC Pants resources.</b></p>			<p>influences a bully's behaviour; learning to appreciate our attributes. Exploring the emotional and physical changes of puberty, including menstruation.</p>
<p>Year 6</p>		<p>Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.</p>	<p>Learning about: the reliability of online information; The risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.</p> <p><b>E-Safety: Resources taken from Project Evolve to include: Self-Image and Identity, Online Relationships, Online Reputation Privacy and Security, Online Bullying, Managing Online Information.</b></p> <p><b>Use of NSPCC Pants resources.</b></p>	<p>Exploring: attitudes to money, how to keep money safe, banks and organisations, the risks of gambling, career paths and the variety of different jobs available.</p>	<p>Learning about 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.</p>	<p>Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.</p> <p>Learning about the changes experienced during puberty, how a baby is conceived and develops.</p> <p>Body image and personal identity.</p> <p>Use BF transition resources</p>

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