

Boutcher C.E. Primary PSHE and SRE Curriculum Overview

Term	Autumn	Spring	Summer
Core theme	Health and Wellbeing	Relationships	Living in the wider world

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Reception	<p style="text-align: center;">:</p> <p>Talk about where they live and belong and what they can do</p> <p>To be aware of themselves and their skills</p> <p>To feel good about themselves</p> <p>To talk about feelings and goals</p> <p>To be able to set a target for themselves</p> <p>To talk about how they are improving</p> <p>To talk about growing</p> <p>To talk about keeping well and clean</p> <p>To talk about basic hygiene</p> <p>To talk about how to keep themselves clean</p>	<p>To find out and talk about who keeps them safe and how</p> <p>To learn more about what is safe and unsafe</p> <p>To talk about how to keep safe</p> <p>To find out what friends are</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>To talk about what makes a good friend</p> <p>To recognise how their behaviour affects other people</p> <p>To find out who are special people and that everyone's are different</p> <p>To learn more about how people feel</p> <p>To recognise similarities and differences in families</p>	<p>To learn about how to co-exist and be helpful</p> <p>To be able to say why we need rules and give some examples</p> <p>To learn what accidents are</p> <p>To understand about safe and unsafe places to play</p> <p>To learn about rules for games and who makes them</p> <p>To be able to take part in a class vote</p> <p>To learn how to contribute to the life of the classroom</p> <p>To help construct, and agree to follow, group and class rules and to understand how these rules help them</p> <p>To participate in co-operative learning games</p> <p>To learn that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>To find out that they belong to various groups and communities such as family and school</p> <p>To think about what improves and harms their local, natural and built environments and about some of the ways people look after them</p> <p>To find out that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>To think about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</p>
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Topic	Healthy lifestyles	Growing and changing	Keeping safe	Feelings and emotions	Healthy relationships	Valuing difference	Rights and responsibilities	Environment	Money
Year 1	<p>What help keeps bodies healthy</p> <p>Hygiene routines</p>	<p>Recognising what they are good at-setting goals</p> <p>Change and loss-how it feels</p>	<p>Keeping safe around household products</p> <p>How to ask for help if worried about something</p>	<p>Recognising feelings in self and others</p> <p>Sharing feelings</p>	<p>Secrets and keeping safe</p> <p>Special people in their lives</p>	<p>Respecting similarities and differences in others</p> <p>Sharing views and ideas</p>	<p>Group and class rules</p> <p>Everybody is unique in some ways and the same in others</p>	<p>Looking after the local environment (PROJECT WITH YEAR 2)</p>	<p>Where money comes from</p> <p>How to use money - saving and spending money</p> <p>L6/7</p>

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Year 2	<p>Healthy choices</p> <p>Different feelings managing feelings</p>	<p>Recognising what they are good at and setting goals.</p> <p>Growing; changing and being more independent</p>	<p>Keeping safe in different situations</p> <p>how to ask for help if they are worried about something</p> <p>privacy in different contexts</p>	<p>Behaviour</p> <p>Bodies and feelings can be hurt</p>	<p>Listening to others and playing cooperatively</p> <p>Appropriate and inappropriate contact</p> <p>Teasing and bullying</p>	<p>Sharing views and ideas</p> <p>Respecting similarities and differences in others</p>	<p>Group and class rules</p> <p>Respecting their own and others' needs</p> <p>Groups and communities they belong to</p> <p>People who work in the community</p> <p>Getting help in an emergency</p>	<p>Looking after the local environment (PROJECT WITH YEAR 1)</p>	<p>Where money comes from; saving and spending money</p> <p>Making choices with money keeping track of money spent/saved</p> <p>L6/7</p>

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Year 3	<p>What makes a balanced diet</p> <p>Opportunities for making own choices with food</p> <p>what influences their food choices</p> <p>habits</p>	<p>Recognising what they are good at</p> <p>setting goals</p> <p>Describing feelings; conflicting feelings and how to manage feelings</p>	<p>School rules on health and safety</p> <p>Basic emergency aid</p> <p>People who help them stay healthy and safe</p>	<p>Recognising feelings in others</p> <p>Responding to how others are feeling</p>	<p>Positive and healthy relationships and friendships</p> <p>Maintaining friendship</p> <p>Actions affect ourselves and others</p> <p>working collaboratively</p>	<p>Recognising and responding to bullying</p>	<p>Discuss and debate health and wellbeing issues.</p> <p>Being a part of the community and who works in the community</p>	<p>Responsibilities; rights and duties</p>	<p>Enterprise; what it means; developing skills in enterprise</p> <p><i>(CROSS YEAR-GROUP PROJECT WITH YEAR 6)</i></p> <p>L16</p>

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Year 4	<p>What makes a balanced lifestyle and making choices</p> <p>Drugs common to everyday life</p> <p>hygiene and germs</p>	<p>Recognising what they are good at and setting goals.</p> <p>Feelings-both good and bad</p>	<p>How to keep safe in local area and online</p> <p>Cycle safety</p> <p>People who help them stay healthy and safe</p>	<p>Keeping something confidential or secret</p> <p>when to break a confidence</p> <p>Recognise and manage dares</p>	<p>Acceptable and unacceptable physical contact</p> <p>Solving disputes and conflicts amongst peers</p>	<p>Listen and respond effectively to people</p> <p>Share points of view</p>	<p>Discuss and debate health and wellbeing issues.</p> <p>Appreciating difference and diversity in the UK and around the world</p>	<p>Sustainability of the environment across the world</p>	<p>Role of money</p> <p>managing money (saving and budgeting)</p> <p>L13</p> <p>what is meant by interest and loan</p> <p>L14</p>

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Year 5	<p>What positively and negatively affects health and wellbeing</p> <p>Making informed choices Benefits of a balanced diet Different influences on food Skills to make choices</p>	<p>Recognising what they are good at setting goals and aspirations.</p> <p>Intensity of feelings; managing complex feelings. Coping with change and transition</p> <p>Bereavement and grief</p>	<p>Strategies for managing personal safety in the local environment</p> <p>Online safety; including sharing images mobile phone safety</p>	<p>Responding to feelings in others</p>	<p>Actions have consequences of actions</p> <p>Working collaboratively</p> <p>Negotiation and compromise; giving feedback</p>	<p>Listening to others; raise concerns and challenge</p>	<p>Discuss and debate health and wellbeing issues.</p> <p>Rules and laws; changing rules and laws</p> <p>Anti-social behaviour</p> <p>Respecting and resolving differences</p>	<p>Different rights; responsibilities and duties</p>	<p>Importance of finance in people's lives</p> <p>Being a critical consumer</p> <p>looking after money</p> <p>L13</p> <p>Interest; loan; debt management of money; tax L14</p>

Summer term: Year 5 and 6 (links to H18)

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Changes at puberty

Changes that happen in life and feelings associated with change

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Year 6	<p>Images in the media and reality; how this can affect how people feel</p> <p>Risks and effects of drugs</p>	<p>Recognising what they are good at; setting goals; aspirations.</p>	<p>Independence; increased responsibility; keeping safe</p> <p>Influences on behaviour; resisting pressure</p> <p>Rights to protect their body and speaking out (including against FGM);</p> <p>who is responsible for their health and safety; where to get help and advice</p>	<p>Confidentiality and when to break a confidence</p>	<p>Different types of relationships; positive and healthy relationships; maintaining relationships</p> <p>Recognising when a relationship is unhealthy (including forced marriage)</p> <p>Committed; loving relationships; marriage.</p> <p>Acceptable and unacceptable physical touch</p> <p>Personal boundaries and the right to privacy</p>	<p>Listening to others; raise concerns and challenge.</p> <p>What makes people the same or different; recognising and challenging stereotypes</p> <p>Discrimination and bullying</p>	<p>Discuss and debate health and wellbeing issues.</p> <p>Human rights; the rights of child; cultural practices and British law.</p> <p>Being part of a community; groups that support communities.</p> <p>Being critical of what is in the media and what they forward to others</p>	<p>How resources are allocated; effect of this on individuals; communities and environment</p>	<p>Enterprise; setting up an enterprise <i>(CROSS YEAR-GROUP PROJECT WITH YEAR 3)</i></p> <p style="text-align: center;">L16</p>
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Changes that happen in life and feelings associated with change