



## PSHE Curriculum Year Group Overview

Year Group Phases	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Created and Loved By God</b></p> <p>This concept explores the individual. It follows the Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.</p>	<ul style="list-style-type: none"> <li>Understand that we are all unique individuals</li> <li>Understand that we all have individual gifts, talents and abilities</li> <li>Identify how to maintain personal hygiene</li> <li>Recognise that we all have different likes and dislikes</li> <li>Develop a language to describe feelings</li> <li>Develop a basic understanding that feelings</li> </ul>	<ul style="list-style-type: none"> <li>Identify the names of the external parts of the body</li> <li>Recognise the similarities and differences between girls and boys</li> <li>Identify what constitutes a healthy life-style, including physical activity, dental health and healthy eating.</li> <li>Identify simple strategies for managing feelings and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Understand that everyone expresses their uniqueness in different ways and that being different is not always easy</li> <li>Recognise that some behaviour is unacceptable, unhealthy or risky</li> </ul>	<ul style="list-style-type: none"> <li>Identify strategies to develop self-confidence and self-esteem</li> <li>Understand their emotions may change as they approach and as they grow and move through puberty</li> <li>To extend their vocabulary to deepen their understanding of the range and intensity of their feelings</li> <li>How a baby grows and develops in its mother's womb</li> <li>To recognise the differences that occur at each stage of a human being's</li> </ul>	<ul style="list-style-type: none"> <li>Recognises that each person has a purpose in the world</li> <li>Explain what positively and negatively affects their physical, mental and emotional health (including the media)</li> <li>The nature and role of menstruation in the fertility cycle</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and understand that similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12</li> <li>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>Identify strategies to build resilience in order to identify and resist</li> </ul>

	<p>and actions are two different things</p> <ul style="list-style-type: none"> <li>Recognise that choices have consequences</li> </ul>	<ul style="list-style-type: none"> <li>Understand that there are life stages from birth to death.</li> </ul>		<p>development (including childhood, adolescence, adulthood, older age)</p>		<p>unacceptable pressure from a variety of sources</p> <ul style="list-style-type: none"> <li>How human life is conceived in the womb, including the language of sperm and ovary.</li> </ul>
<p><b>Created to Love Others</b></p> <p>This concept explores an individual's relationships with others. It follows the Christian belief that God is love, we are created out of love and for love and the command to</p>	<ul style="list-style-type: none"> <li>To identify special people (e.g. family, carers, friends) and what makes them special</li> <li>Recognise there are different family structures and these should be respected</li> <li>Recognise families should be a place of</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the characteristics of positive and negative relationships</li> <li>Understand how their behaviour affects other people and that there are appropriate and inappropriate behaviours</li> <li>Recognise different types</li> </ul>	<ul style="list-style-type: none"> <li>Understand there are different types of relationships including those between acquaintances, friends, relatives and family.</li> <li>Recognise the characteristics of a healthy family life.</li> <li>Have an awareness of bullying</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to maintain positive relationships and strategies to use when relationships go wrong</li> <li>Know how to make informed choices in relationships and that choices have positive, neutral and negative consequences</li> <li>Understand about changes that can happen in life, e.g. loss, separation,</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and manage risk, to develop resilience and learn how to cope with "dares" and other ways in which people can be pressurised</li> <li>To judge what kind of physical contact is acceptable or</li> </ul>	<ul style="list-style-type: none"> <li>Understand marriage represents a formal and legally recognised commitment</li> <li>Understand for the Church, marriage has a special significance as one of the sacraments</li> <li>Develop an understanding about harassment and exploitation in relationships, including physical,</li> </ul>

<p>love is the basis of all Christian morality.</p>	<p>love, security and stability.</p> <ul style="list-style-type: none"> <li>• Recognise the importance of spending time with your family</li> <li>• To recognise when people are being unkind to them and others and how to respond</li> <li>• To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online</li> <li>• Identifying and correctly name their “private parts” (see NSPCC</li> </ul>	<p>of teasing and bullying which are wrong and unacceptable.</p> <ul style="list-style-type: none"> <li>• To use simple rules for resisting pressure when they feel unsafe or uncomfortable</li> <li>• Recognise the difference between good and bad secrets</li> <li>• Identifying and correctly name their “private parts” (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation</li> </ul>	<p>(including cyber-bullying) and how to respond</p> <ul style="list-style-type: none"> <li>• To recognise their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• Know how to use technology safely</li> <li>• To keep asking for help until they are heard</li> </ul>	<p>divorce and bereavement and the emotions that can accompany these changes</p> <ul style="list-style-type: none"> <li>• Recognise that not all images, language and behaviour are appropriate</li> <li>• How to report and get help if they encounter inappropriate materials or messages</li> <li>• To keep asking for help until they are heard</li> </ul>	<p>unacceptable and how to respond</p>	<p>emotional and sexual abuse and how to respond</p> <ul style="list-style-type: none"> <li>• Importance of seeking and giving permission in relationships</li> <li>• That there are a number of different people and organisations they can go to for help in different situations and how to contact them</li> <li>•</li> </ul>
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	<p>resource PANTS) for the purposes of safeguarding them from sexual exploitation</p> <ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>• Understand the importance of seeking and giving permission in relationships.</li></ul>				
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**Created to Live in Community – local, national and global.**

This concept explores the individual's relationships with the wider world. It follows the Christian belief that human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through

- Recognise that they belong to various communities such as home, school, parish, the wider local community and the global community
- Understand that their behaviour has an impact on the communities to which they belong
- Understand that people and other living things have needs and that they have responsibilities to meet them;

- Recognise what harms and improves the world in which they live
- Understand how diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands

- About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another

- That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)

- That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread

- That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers

dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

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