

PSHE curriculum Landscope C of E Primary School



We have developed a whole school thematic approach so that different classes can be working on similar themes at the same time throughout the year, allowing for collaboration and to enable us to link the PSHE curriculum to whole school assemblies where applicable. However, staff have flexibility to move units and teach themes, which are relevant to world events or the children at any given point.

We have chosen to use the core themes from the [PSHE Association Programme of Study](#) and the suggested topic titles from the [PSHE Association Primary Planning Toolkit](#) as a basis for our curriculum framework. In addition to this, we have resourced each theme using the Devon: Combining PSHE, SEAL & ECM framework, by Dr Annette Lyons; and other internet based resources (links are within staff planning overviews). British values are also taught, where appropriate, within our PSHE lessons and whole school assemblies.

Core Themes –School Terms:

- Core Theme 1: **Health and Wellbeing** - Autumn Term
- Core Theme 2: **Relationships** - Spring Term
- Core Theme 3: **Living in the Wider World** - Summer Term

Topic themes:

- Core Theme 1: **Health and Wellbeing** –Healthy Lifestyles, Growing and Changing, Keeping Safe (Autumn Term)
- Core Theme 2: **Relationships** –Feelings and Emotions, Healthy Relationships, Valuing Difference (Spring Term)
- Core Theme 3: **Living in the Wider World** –Rights and Responsibilities, Environment, Money (Summer Term)

The [Curriculum framework whole school overview](#) gives a brief summary or ‘at a glance view’ of what each year group, across the school will do across a 2 year rolling programme (years A & B). It also provides a quick and simple way to view the progression of learning throughout the primary phase.

The [Curriculum framework medium term planning grids](#) are intended to support teachers’ planning for individual/sequences of lessons.

For further planning guidance for year groups (including learning outcomes, key questions, the essential skills and attributes developed, and further guidance), teachers use the Primary Planning Toolkit.

PSHE WHOLE SCHOOL OVERVIEW –LANDSCOVE C OF E PRIMARY SCHOOL Y1-6

Core themes	Autumn term			Spring term			Summer term		
	Health and Wellbeing			Relationships			Living in the wider world		
Topics	Healthy life styles	Growing and changing	Keeping safe	Feelings and emotions	Healthy relationships	Valuing differences	Rights and responsibilities	Environment	Money
Links to British values	Individual liberty, Mutual respect			Individual liberty, Tolerance, Mutual respect			Democracy, Rule of law, Tolerance		

EYFS	PD: Health and self-care Healthy lifestyles	PSED: Self~ confidence and self~ awareness Growing and changing	Keeping Safe	PSED: Self~ confidence and self~ awareness PSED: Managing feelings and behaviour PSED: Self~ confidence and self~ awareness	PSED: Making relationships Healthy relationships	Valuing differences UW: People and Communities	PSED: Self~ confidence and self~ awareness Rights and responsibilities	UW: The World Show care and concern for living things	M: Shape, space and measure & money Beginning to use everyday language related to money
Year 1A	What helps keep bodies healthy; hygiene routines	Recognising what they are good at; setting goals. Change and loss and how it feels	Keeping safe around household products; how to ask for help if worried about something	Recognising feelings in self and others; sharing feelings	Secrets and keeping safe; special people in their lives	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; everybody is unique in some ways and the same in others	Looking after the local environment (<i>CROSS YEAR-GROUP PROJECT WITH YEAR 2</i>)	Where money comes from; how to use money - saving and spending money
Year 2B	Healthy choices; different feelings; managing feelings	Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (including external genitalia)	Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts	Behaviour; bodies and feelings can be hurt	Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; respecting their own needs; groups and communities they belong to; people who work in the community; getting help in an emergency	Looking after the local environment (<i>CROSS YEAR-GROUP PROJECT WITH YEAR 1</i>)	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved
Year 3A	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings	School rules on health and safety; basic emergency aid; people who help them stay healthy and safe	Recognising feelings in others; responding to how others are feeling	Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively	Recognising and responding to bullying	Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community	Responsibilities; rights and duties	Enterprise; what it means; developing skills in enterprise (<i>CROSS YEAR-GROUP PROJECT WITH YEAR 6</i>)
Year 4B	What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and	Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with	How to keep safe in local area and online; people who help them stay healthy and safe	Keeping something confidential or secret; when to break a confidence; recognise and manage dares	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	Listen and respond effectively to people; share points of view	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world	Sustainability of the environment across the world	Role of money; managing money (saving and budgeting); what is meant by interest and loan

	germs	Change							
Year 5A	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief	Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety	Responding to feelings in others	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback	Listening to others; raise concerns and challenge	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences	Different rights; responsibilities and duties	Importance of finance lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax
Year 6B	Images in the media and reality; how this can affect how people feel; risks and effects of drugs	Recognising what they are good at; setting goals; aspirations. Changes at puberty (<i>recap Y4</i>); human reproduction; roles and responsibilities of parents	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice	Confidentiality and when to break a confidence; managing dares	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying	Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others	How resources are allocated; effect of this on individuals; communities and environment	Enterprise; setting up an enterprise (<i>CROSS YEAR-GROUP PROJECT WITH YEAR 3</i>)

