

Year:	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<ul style="list-style-type: none"> <li>• New Beginnings</li> <li>• Health and wellbeing- a healthy lunchbox/sandwich</li> </ul>	<ul style="list-style-type: none"> <li>• Getting on and falling out/Say no to bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Going for goals</li> <li>• to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</li> </ul>	<ul style="list-style-type: none"> <li>• Good to be me</li> <li>• What are you good at? Why? What do you need to do to be better at something?</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Family- Losing a belonging (e.g Dogger)</li> </ul>	<ul style="list-style-type: none"> <li>• Changes</li> <li>• What can you do now that you couldn't do as a baby? Last term?</li> <li>• Transitions</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• New Beginnings</li> <li>• Health and wellbeinghealthy eating.</li> <li>• that household products, including medicines, can be harmful if not used properly</li> <li>• How to contribute to the life of the classroom.</li> <li>• That they belong to various groups and communities such as family and school.</li> </ul>	<ul style="list-style-type: none"> <li>• Getting on and falling out/ Say no to bullying</li> <li>• rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT,</li> <li>• Conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Going for goals</li> <li>• to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</li> </ul>	<ul style="list-style-type: none"> <li>• Good to be me</li> <li>• To recognise what is fair and unfair, kind and unkind, what is right and wrong.</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• To identify their special people, what makes them special and how special people should care for one another.</li> <li>• What improves and harms their local, natural and built environments and about some of the ways people look after them.</li> </ul>	<ul style="list-style-type: none"> <li>• Changes</li> <li>• Transitions</li> <li>• That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</li> </ul>

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<p>Year 2</p>	<ul style="list-style-type: none"> <li>• New Beginnings</li> <li>• How to contribute to the life of the classroom</li> <li>• That they belong to various groups and communities such as family and school.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Getting on and falling out/ Say no to bullying</li> <li>• rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT,</li> <li>• Conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Going for goals</li> <li>• to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Good to be me</li> <li>• That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• To identify their special people, what makes them special and how special people should care for one another.</li> <li>• To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell</li> </ul>	<ul style="list-style-type: none"> <li>• Changes</li> <li>• About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences these choices.</li> </ul>
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<p>Year 3</p>	<ul style="list-style-type: none"> <li>• New Beginnings Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Getting on and falling out/ Say no to bullying</li> <li>• Strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones.)</li> </ul>	<ul style="list-style-type: none"> <li>• Going for goals To work collaboratively towards shared goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Good to be me To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships Begin to understand the concept of a balanced lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>• Changes</li> <li>• About enterprise and the skills that make someone 'enterprising'.</li> </ul>

<p>Year 4</p>	<ul style="list-style-type: none"> <li>• New Beginnings</li> <li>• To research, discuss and debate topical issues, problems and events concerning health and well being and offer their recommendations to appropriate people.</li> </ul>	<ul style="list-style-type: none"> <li>• Getting on and falling out/ Say no to bullying</li> <li>• Strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones.)</li> </ul>	<ul style="list-style-type: none"> <li>• Going for goals To work collaboratively towards shared goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Good to be me To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships Begin to understand the concept of a balanced lifestyle. To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.</li> </ul>	<ul style="list-style-type: none"> <li>• Changes</li> <li>• About enterprise and the skills that make someone 'enterprising'.</li> <li>• What positively and negatively affects their physical, mental and emotional health (including the media)</li> <li>• Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.</li> </ul>
<p>Year 5</p>	<ul style="list-style-type: none"> <li>• New Beginnings To think about the lives of people living</li> </ul>	<ul style="list-style-type: none"> <li>• Getting on and falling out/ Say no to bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Going for goals To reflect on and celebrate their</li> </ul>	<ul style="list-style-type: none"> <li>• Good to be me To recognise that they may experience</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• About change, including transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Changes</li> <li>• About enterprise and</li> </ul>
	<ul style="list-style-type: none"> <li>• in other places, and people with different values and customs. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones.)</li> </ul>	<p>achievements, identify their strengths, areas for improvement, set high aspirations and goals.</p>	<p>conflicting emotions and when they might need to listen to their emotions or overcome them.</p>	<p>(between key stages and schools), loss, separation, divorce and bereavement.</p>	<ul style="list-style-type: none"> <li>• the skills that make someone 'enterprising'.</li> <li>• How their body will change as they approach and move through puberty.</li> </ul>

<p>Year 6</p>	<ul style="list-style-type: none"> <li>• • New Beginnings That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</li> <li>• What being part of a community means, and about the varied institutions that support communities locally and nationally (e.g charity)</li> </ul>	<ul style="list-style-type: none"> <li>• Getting on and falling out/ Say no to bullying.</li> <li>• What positively and negatively affects their physical, mental and emotional health (including the media)</li> <li>• Strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones.)</li> </ul>	<ul style="list-style-type: none"> <li>• • Going for goals To recognise their increasing independence brings increased responsibility to keep themselves and others safe. That bacteria and viruses can affect health and that following simple routines can reduce their spread.</li> </ul>	<ul style="list-style-type: none"> <li>• Good to be me What is meant by the term habit and why habits can be hard to change.</li> </ul>	<ul style="list-style-type: none"> <li>• • Relationships About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</li> <li>• That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</li> </ul>	<ul style="list-style-type: none"> <li>• • Changes About enterprise and the skills that make someone 'enterprising'. How their body will change as they approach and move through puberty.</li> <li>• Human reproduction</li> </ul>
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