

PSHE Overview – teaching safeguarding

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Do all superheroes wear capes? People who help us How are we different/similar Fire safety Who is in our family? Who are we and what do we like? Making friends</p>	<p>How do people celebrate? Fire safety Respecting different communities and celebrations Understanding feelings</p>	<p>Polar explorers and CNY Respecting different communities and celebrations Different families, cultures and traditions Understanding feelings Online safety</p>	<p>Where do animals live? How to look after the environment – impacts on animals Understanding feelings</p>	<p>Growing with us How to look after the environment Kind and unkind behaviour and bullying Understanding how money is used Understanding feelings</p>	<p>Journeys Recycling/littering – caring for the environment Managing transition to another year group Understanding how money is used</p>
Year 1	<p>What helps us stay healthy? Hygiene Who helps us to stay healthy Medicines health and safety</p>	<p>Who is special to us? Importance of disclosures about family if worried/unhappy Different families Features of family life If family life affects attendance /punctuality</p>	<p>What is the same and different about us? Correct names for body parts – private parts Our strengths and weaknesses How we are different/similar to others Gender equality recognise how they are all equal despite their differences Consent</p>	<p>What can we do with money? Making choices with money How money is obtained Keeping money safe Needs and wants</p>	<p>Who helps to keep us safe? People who help us How to ask for help How to respond to strangers (including online) How to ask for help in an emergency, including contacting emergency services.</p>	<p>How can we look after each other and the world? Kind and unkind behaviour Caring for the environment and animals How to manage transition to another year group How our needs change as we grow</p>
Year 2	<p>What helps us to stay safe? How rules and restrictions keep us safe Identifying risky/unsafe situations Avoiding or removing themselves from unsafe situations Resisting pressure, inc keeping secrets Online safety Disclosures to trusted adults</p>	<p>What is bullying? How words and actions can impact others Consent - Asking/giving/not giving permission for physical contact Why unkind behaviour/bullying is unacceptable Responding to bullying/unkind behaviour Reporting bullying including online bullying</p>	<p>What jobs do people do? How jobs help people to earn money Different jobs Different strengths and interests – linked to jobs Using the internet and digital devices in jobs and everyday life Importance of attendance/punctuality</p>	<p>What makes a good friend? How to make friends Feeling lonely What makes a good friend Resolving arguments Asking for help is a friendship makes them unhappy</p>	<p>What helps us grow and stay healthy? What helps our bodies stay healthy Impact off too much sugar, being physically active and rest Screen time Sunshine benefits and safety</p>	<p>How do we recognise our feelings? Understanding feelings, including loss and bereavement, transition to new year groups How feelings affect bodies and behaviour How to manage big feelings Sharing feelings with trusted adults When we need help with feelings.</p>
Year 3	<p>What keeps us safe? Recognising harmful hazards Keeping our bodies protected Consent - Our bodies belong to us and should not be touched without our permission – what to do/who to tell if uncomfortable Responding to pressure (inc online) Health, hygiene and medicines Reacting and responding to accidents</p>	<p>How can we be a good friend? Friendships and wellbeing Loneliness How to recognise and ask for support if friendships make them feel unhappy</p>	<p>What are families like? Different families How people care for each other Shared experiences How to ask for advice if family relationships make them feel unhappy/worries/unsafe</p>	<p>What makes a community? Diverse communities Different groups in wider/local community How to be respectful to people who live differently to them behaviours that can help people in a group feel</p>	<p>Why should we eat well and look after our teeth? Healthy diets Oral hygiene Impact of imbalanced diets How, when and where to ask for dietary and dental advice</p>	<p>Why should we keep active and sleep well? Physical activity benefits Balancing online and other activities Lack of sleep impacts Who to talk to if worried</p>

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	including emergencies			valued and welcome		
Year 4	<p>How can we manage our feelings? What can effect feelings Changing feelings Expressing feelings Managing feelings Managing loss, change and grief Accessing advice</p>	<p>How do we treat each other with respect? Impacts of behaviour (inc online) Right to privacy Secrets - kept/not kept Children’s rights Inclusion and discrimination Responding to inappropriate behaviour (inc online and unwanted physical contact) and reporting concerns behaviours that can help people in a group feel valued and welcome</p>	<p>How can we manage risk in different places? Recognising, predicting, assessing and managing risk Safety – rail, water, road, fire/firework How to manage influence Online actions impact, appropriate sharing including personal information Rules and laws and keeping safe</p>	<p>What strengths, skills and interests do we have? Recognising personal qualities Self-esteem Setting goals Learning from mistakes and reframing unhelpful thinking</p>	<p>How can we help in an accident or emergency? First aid Head injuries Asthma Allergic reactions Seeking adult help Providing information in an emergency</p>	<p>How can our choices make a difference to others and the environment? Shared responsibility to protect the world Fairtrade, single use plastic, charity How to share concerns</p>
Year 5	<p>What makes up a person’s identity? Respecting similarities and differences Ethnicity, family, faith, culture, gender, hobbies etc Gender identity Challenging stereotypes – influencing behaviours Extremism – how attitudes and opinions can be influenced by being exposed to extremist views. – how to resist and challenge.</p>	<p>What decisions can people make with money? Spending and saving money Current accounts Value for money Money – risks – how this affects feelings and emotions</p>	<p>How can friends communicate safely? Relationships Communicating safely (including online) Recognising risk and keeping safe Safe/unsafe online content and giving consent Asking for help or advice and responding to pressure/inappropriate contact or concerns about safety</p>	<p>How will we grow and change? Puberty, changing bodies, including menstruation how puberty affects emotions and feelings personal hygiene asking for advice Harmful sexual behaviour</p>	<p>How can drugs common to everyday life affect health? Drugs – affect health and wellbeing Legal and illegal drugs Laws Preventing/reducing risk Habits Asking for help – worries about drugs</p>	<p>What jobs would we like? Paid and unpaid jobs Skills, attributes, qualifications, training College, apprenticeships, university Challenging stereotypes Importance of attendance punctuality</p>
Year 6	<p>How can we keep healthy as we grow? Mental and physical health Healthy choices Dental health Staying safe in the sun Balancing online activities Effects of poor sleep Managing influence Legal and illegal drugs – health and managing situations Recognising early signs of physical or mental ill-health Discussing concerns with trusted adults Managing and resolving mental health difficulties FGM – illegal – against human rights – telling someone immediately if</p>		<p>How can the media influence people? Media, online experiences – wellbeing, thoughts, feelings, actions Safe and unsafe sharing and rules, including distribution of images Mixed messages in the media - impact Manipulated texts and images Evaluating how reliable online content/media Unsafe/suspicious content and responding Gambling risks</p>		<p>What will change as we become more independent? How do friendships change as we grow? Different relationships, including online, romantic and intimate People who are attracted/love each other – any gender, ethnicity or faith How couple care for one another and consent Harmful sexual behaviour Committed relationships, marriage and civil partnerships Marriage should be wanted equally by both people, forced marriage – crime Puberty – childhood – adulthood coercive or unsafe friendships (County lines) Increased opportunities and responsibilities as we grow</p>	

	worried		Managing change and transition to secondary school
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Safeguarding

Attendance/ Punctuality	LGBT	Behaviour	Bullying	Friendships	Drug use & County lines	Home Issues	HSB (including consent)	Mental Health	Online Safety	Transition	FGM	Racism and Extremism
Year 1 (Au2) Year 2 (Sp1) Year 5 (Su2)	Year 3 (Sp1) Year 5 Au1 Year 6 (Su)	Reception (Su1) Year 1 (Su2) Year 2 (Au2) Year 4 (Au2)	Year 2 (Au2) Anti-Bullying Week	Reception (Au1) Year 2 (Sp2) Year 2 (Au2) Year 5 (Sp1) Year 6 (Su)	Year 1 (Au1) Year 3 (Au1) Year 5 (Su1) Year 6 (Au & Su)	Year 1 (Au2) Year 3 (Sp1)	Year 1 (Sp1) Year 2 (Au2) Year 3 (Au1) Year 5 (Sp2) Year 6 (Su)	Reception, Year 2 (Su2) Year 4 (Au1) Year 6 (Au) Children's Mental Health week	Reception (Sp1), Year 1 (Su1) Year 2 (Au), Year 3 (Au1), Year 4 (Au2) Year 5 (Sp1) Year 6 (Sp)	Reception (Su2), Year 1 (Su2), Year 2 (Su2) Year 6 (Su)	Year 6 (Au)	Y1 (Sp1) Y3 (Sp2) Y4 (Au2) Y5 (Au1)