



Smith's Wood Primary Academy
PSHE Curriculum Overview

	Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Nursery	<ul style="list-style-type: none"> • Can select and use activities and resources with help. • Aware of own feelings and knows that some actions and words can hurt others' feelings. 	<ul style="list-style-type: none"> • Confident to talk to other children when playing, and will communicate freely about home and community. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family. 	<ul style="list-style-type: none"> • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. 	<ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Can usually manage washing and drying hands. • Dresses with help. 	<ul style="list-style-type: none"> • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Shows confidence in asking adults for help. 	<ul style="list-style-type: none"> • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Developing an understanding of growth, decay and changes over time.



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Reception	<ul style="list-style-type: none"> Explains own knowledge and understanding, and asks appropriate questions of others. Aware of the boundaries set, and of behavioural expectations in the setting. 	<ul style="list-style-type: none"> Takes steps to resolve conflicts with other children, e.g. finding a compromise. Looks closely at similarities, differences, patterns and change. Enjoys joining in with family customs and routines. 	<ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. 	<ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, sleeping and hygiene can contribute to good health. 	<ul style="list-style-type: none"> Initiates conversation, attends to and takes account of what others say. Understands that own actions affect other people. 	<ul style="list-style-type: none"> Usually dry and clean during the day. Looks closely at similarities, differences, patterns and change.
Year 1	<ul style="list-style-type: none"> I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe. 	<ul style="list-style-type: none"> I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel. 	<ul style="list-style-type: none"> I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings. 	<ul style="list-style-type: none"> I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy. 	<ul style="list-style-type: none"> I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. 	<ul style="list-style-type: none"> I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.



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Year 2	<ul style="list-style-type: none">• I can explain why my behaviour can impact on other people in my class.• I can compare my own and my friends' choices and can express why some choices are better than others.	<ul style="list-style-type: none">• I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.• I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	<ul style="list-style-type: none">• I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.• I can explain how it felt to be part of a group and can identify a range of feelings about group work.	<ul style="list-style-type: none">• I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.• I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	<ul style="list-style-type: none">• I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.• I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	<ul style="list-style-type: none">• I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.• I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.
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Year 3	<ul style="list-style-type: none">• I can explain how my behaviour can affect how others feel and behave.• I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	<ul style="list-style-type: none">• I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.• I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.	<ul style="list-style-type: none">• I can explain the different ways that help me learn and what I need to do to improve.• I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	<ul style="list-style-type: none">• I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.• I can express how being anxious/ scared and unwell feels.	<ul style="list-style-type: none">• I can explain how my life is influenced positively by people I know and also by people from other countries.• I can explain why my choices might affect my family, friendships and people around the world who I don't know.	<ul style="list-style-type: none">• I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.• I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.
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Year 4	<ul style="list-style-type: none">• I can explain why being listened to and listening to others is important in my school community.• I can explain why being democratic is important and can help me and others feel valued.	<ul style="list-style-type: none">• I can tell you a time when my first impression of someone changed as I got to know them.• I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. <p>I can explain why it is good to accept myself and others for who we are.</p>	<ul style="list-style-type: none">• I can plan and set new goals even after a disappointment.• I can explain what it means to be resilient and to have a positive attitude.	<ul style="list-style-type: none">• I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.• I can identify feelings of anxiety and fear associated with peer pressure.	<ul style="list-style-type: none">• I can recognise how people are feeling when they miss a special person or animal.• I can give ways that might help me manage my feelings when missing a special person or animal.	<ul style="list-style-type: none">• I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.• I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.
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Year 5	<ul style="list-style-type: none">• I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.• I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	<ul style="list-style-type: none">• I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.• I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	<ul style="list-style-type: none">• I can compare my hopes and dreams with those of young people from different cultures.• I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	<ul style="list-style-type: none">• I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.• I can summarise different ways that I respect and value my body.	<ul style="list-style-type: none">• I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.• I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	<ul style="list-style-type: none">• I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.• I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.
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Year 6	<ul style="list-style-type: none">• I can explain how my choices can have an impact on people in my immediate community and globally.• I can empathise with others in my community and globally and explain how this can influence the choices I make.	<ul style="list-style-type: none">• I can explain ways in which difference can be a source of conflict or a cause for celebration.• I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	<ul style="list-style-type: none">• I can explain different ways to work with others to help make the world a better place.• I can explain what motivates me to make the world a better place.	<ul style="list-style-type: none">• I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.• I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.	<ul style="list-style-type: none">• I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.• I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.	<ul style="list-style-type: none">• I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.• I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.
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