	Year 3	Year 4	Year 5	Year 6
Autumn 1	New beginnings - circles	New beginnings - circles	New beginnings - circles times,	New Beginnings - circles times,
	times, class/school rules,	times, class/school rules,	class/school rules, expectations,	class/school rules, expectations,
	expectations,	expectations,	consequences and rewards.	consequences and rewards.
	consequences and	consequences and	Responsibilites - play leaders,	Responsibilites - play leaders,
	rewards. Responsibilities -school council, eco-	rewards. Responsibilities -school council, eco-	sports leaders, school council, eco-warriors, road safety	sports leaders, school council, eco- warriors, road safety officers.
	warrior	-school council, eco- warrior	officers.	warnors, road safety officers.
	warnor	warnor	officers.	Explain school rules.
	Explain school rules.	Explain school rules.	Explain school rules.	Explain school fules.
	Explain school rules.	Explain school fules.	Explain school fules.	Explain why we have school rules.
	Explain why we have	Explain why we have	Explain why we have school	Explain why we have senoor fules.
	school rules.	school rules.	rules.	Understand why rules are
				necessary
	Understand why rules		Understand why rules are	(Behaviour plan)
	are necessary.	Understand why rules are	necessary	
	(Behaviour plan)	necessary	(Behaviour plan)	Understand that different rules are
		(Behaviour plan)		needed for different situations.
	Understand that different	_	Understand that different rules	(Behaviour plan)
	rules are needed for	Understand that different	are needed for different	
	different situations.	rules are needed for	situations.	Explain how to effect decision making
	(Behaviour plan)	different situations.	(Behaviour plan)	in school. (school council elections
		(Behaviour plan)		etc)
	Explain how to effect		Explain how to effect decision	Follow school emergency procedures
	decision making in school. (school council elections	Explain how to effect	making in school. (school council	(Fire drill)
	(school council elections etc)	decision making in school. (school council elections	elections etc)	()
		etc)		
		Follow school emergency		
	Follow school emergency	procedures (Fire drill)	Follow school emergency	Explain their opinions to others.
	procedures (Fire drill)		procedures (Fire drill)	(Secret Friends)
		Explain their opinions to		

Respect people from	others.	Understand the consequences of	Make sensible choices about who to
other times (Celts and		anti-social and aggressive	turn to with a problem. (Secret
Settlements)	Say what they are good at and set goals.	behaviours. (Cyber-bullying)	Friends)
Talk about topical issues (ongoing) Discuss topical issues (ongoing)	Make sensible choices about who to turn to with a problem. Respect people from other	Understand that pressure to act in an unacceptable, risky or uncomfortable way can come from a variety of sources (Cyber- bullying/E-safety)	Resolve an argument peacefully. (Secret Friends) Understand the term democracy. (School's council)
	times(Romans) Understand the	Use some simple techniques to resist pressure. (Cyber-bullying/E- safety)	Understand the consequences of anti- social and aggressive behaviours. (E- safety) *
	consequences of anti-social and aggressive behaviours (cyber-bullying) * Understand that pressure to	Understand that their actions affect themselves and others. (Cyber- bullying/E-safety)	Understand that pressure to act in an unacceptable, risky or uncomfortable way can come from a variety of sources (Secret Friends/E-safety)
	act in an unacceptable way, risky or uncomfortable way can come from variety of sources. (E-safety) *	Understand that some types of behaviour are harmful. (Cyber- bullying/E-safety)	Ask for help when under pressure from others. (Secret Friends)
	Use some simple techniques to resist pressure. (Cyber –	Research, discuss and debate topical issues. (on going)	Use some simple techniques to resist pressure. (Secret Friends/E-safety)
	bullying + E-safety) * Understand that their actions affect themselves		Care about the feelings of others. (Secret Friends)
	and others. (Cyber – bullying + E-safety) *		Recognise different types of relationship. (Secret Friends)
	Understand that some types of behaviour are harmful (Cyber – bullying + E- safety) *		Understand that their actions affect themselves and others. (Secret Friends)

		Talk about topical issues (ongoing) Discuss topical issues (ongoing)		See things from other people's point of view. (Secret Friends) Understand that some types of behaviour are harmful. (Secret Friends/E-safety) Understand that there are many ways in which we can be different. (Amazing Brains) Respect differences between people (Amazing Brains/ Secret Friends) Respect people from other times. (Battle of Britain) * Research, discuss and debate topical issues. (on going)
Autumn 2	Bullying Protective behavioursUnderstand that the pressure to act in an unaccceptable, risky or uncomfortable way can come from a variety of sources.Ask for help when under pressure from others.Use some simple techniques to resist	Bullying Protective behavioursUnderstand that the pressure to act in an unacceptable, risky or uncomfortable way can come from a variety of sources.Ask for help when under pressure from others.Use some simple	 Bullying Protective behaviours Understand that the pressure to act in an unacceptable, risky or uncomfortable way can come from a variety of sources. Ask for help when under pressure from others. Use some simple techniques to resist pressure. 	Bullying Protective behavioursUnderstand that actions have affect on both themselves and othersTo know why being different can provoke bullying and know why it is unacceptable.Understand the meaning of friendship and loyalty

pressure.	techniques to resist	Seeing things from others point	Research, discuss and debate
	pressure.	of view.	topical issues. (on going)
Talk about topical issues			
(ongoing)	Talk about topical issues	Research, discuss and debate	
	(ongoing)	topical issues. (on going)	
Discuss topical issues			*continue from last term
(ongoing)	Discuss topical issues		
Importance of healthy	(ongoing)		
eating.			
enting.			
Importance of hygiene in	*continue from last term		
food preparation	*continue from last term		
Understand that things we put in our bodies can have			
a negative/positive			
effect.(Designing a healthy			
sandwich)			
Explain their opinions to			
others (sandwich making)			

Spring 1	Continue- circles times,	Continue- circles times,	Continue- circles times,	Continue- circles times,
	class/school rules,	class/school rules,	class/school rules, expectations,	class/school rules, expectations,
	expectations,	expectations,	consequences and rewards.	consequences and rewards.
	consequences and	consequences and		
	rewards.	rewards.	Continue - bullying	Continue - bullying
			protective behaviours	protective behaviours
	Continue - bullying	Continue - bullying		
	protective behaviours	protective behaviours	Goals for the term	Going for goals
	Going for goals	Going for goals	Research, discuss and debate	Research, discuss and debate
			topical issues. (on going)	topical issues. (on going)
	Make sensible choices	Talk about topical issues		
	about who to turn to with	(on going)	Explain what makes a healthy	Understand the term democracy
	a problem (PSHE anti		living style	(PSHE -Economic well-being)
	bullying)	Discuss topical issues	-Healthy eating/Hygiene	
		(ongoing)	(Science)	Understand that different people
	Resolve and argument		- Exercise (Science)	have different jobs which require
	peacefully (PSHE anti			different skills (PSHE -Economic
	bullying)		Explain some of the risks/effects	well-being)
			of putting illegal substances in	
	Understand the		our bodies. (Science)	Begin to understand how to use
	consequences of anti-			money (PSHE -Economic well-
	social and aggressive		Explain it is illegal to put	being)
	behaviours (PSHE anti		substances in our bodies.	
	bullying)		(Science)	Begin to understand the role of
			F 1 1 1	local and central government
	Talk about topical issues		Explain how to stay safe -	(PSHE -Economic well-being)
	(ongoing)		Health and safety – Hazard alley	
			(potential for follow up visits to	Know that we have different rights,
	Discuss topical issues		discuss harmful substances ,	duties and responsibilities at home,
	(ongoing)		knife crime, vandalism etc)	in school and in the community (PSHE)

	 Explain their opinions to others (Talk lessons/trios) Say what they are good at and set goals (Talk lessons/trios) Understand there are many ways in which we can be different (assemblies) Respect differences between people (assemblies) Respect people from different faiths/cultures (assemblies) 		Understand the term democracy(Ancient Greece) Respect differences between people (Modern/Ancient Greece) Respect people who live in different places (Modern Greece) Respect people from other times (Ancient Greece)	Understand that how money is allocated can affect individuals, communities and the environment. (PSHE -Economic well-being)
Spring 2	Talk about topical issues (ongoing)	Talk about topical issues (ongoing)	Research, discuss and debate topical issues. (on going)	Research, discuss and debate topical issues. (on going)
	Discuss topical issues (ongoing)	Discuss topical issues (ongoing)	SRE Explain what makes a healthy lifestyle	Explaining their opinions to others (PSHE – Stereotyping)
	Explain how to stay water safe. (assemblies/PSHE)	Explain their opinions (Fair Trade) Understand how money is	 Importance of healthy eating Importance of exercise Importance of hygiene 	Understand that the media presents information in a variety of ways. (PSHE – Media – Stereotyping)
	Respect people from	allocated can affect	- Importance of emotional	Understand that pressure to act in

oth	her faiths and cultures.	individuals, communities	health (School nurse	an unacceptable, risky or
(Ea	aster)	and the environment (Fair	visit - puberty)	uncomfortable way can come from
		Trade)		a variety of sources (PSHE –
Ret	eflect on people's		Recognise that feelings and	Media – Stereotyping)
	periences from various	Respect people who live	emotions can change as they get	
fait	ths and cultures	in other places	older. (School nurse - puberty)	Ask for help when under pressure
(Ea	aster/assemblies)	(Geography)		from others (PSHE – Media –
			Understand changes in their	Stereotyping)
		Respect people from	body and in others (School nurse	
		other faiths and cultures.	- puberty)	Use some simple techniques to
		(Easter)		resist pressure (PSHE – Media –
			Understand that all living things	Stereotyping)
		Reflect on people's	reproduce (School nurse –	
		experiences from various faiths and cultures	puberty)	Respect differences between
		(Easter)	Respect people from other faiths	people (PSHE – Media – Stereotyping)
		(Easter)	and cultures. (Easter)	(FSTIL – Media – Stereotyping)
			and cultures. (Easter)	Respect people who live in
			Reflect on people's experiences	different places (PSHE – Media –
			from various faiths and cultures	Stereotyping)
			(Easter)	stereotyping)
				Respect people from other times
				(PSHE – Media – Stereotyping)
				Respect people from other
				faiths/cultures (PSHE – Media –
				Stereotyping)
				Understand what stereotyping is
				(PSHE – Media – Stereotyping)
				Respect people from other faiths

		and cultures. (Easter)
		Reflect on people's experiences from various faiths and cultures (Easter)

Summer 1	Continue- circles times,	Continue- circles times,	Continue- circles times,	Continue- circles times,
	class/school rules,	class/school rules,	class/school rules, expectations,	class/school rules, expectations,
	expectations,	expectations,	consequences and rewards.	consequences and rewards.
	consequences and	consequences and		
	rewards.	rewards.	Continue - bullying	Continue - bullying
			protective behaviours	protective behaviours
	Continue - bullying	Continue - bullying		
	protective behaviours	protective behaviours	Going for goals	Going for goals
	Going for goals	Going for goals	Review the year's progress	Review the year's progress
	Review the year's progress	Review the year's progress	Research, discuss and debate topical issues. (on going)	Research, discuss and debate topical issues. (on going)
	Talk about topical issues (ongoing)	Say what they are good at and set goals (Talk lessons/trios/reports)	Say what they are good at and set goals (Talk lessons/trios/reports)	Say what they are good at and set goals (Talk lessons/trios/reports)
	Discuss topical issues	lessons/mos/reports)	lessons/trios/reports/	Respect people from other faiths
	(ongoing)	Explain their opinions to	Explain what makes a healthy	and cultures.(Islam)
	(ongoing)	others (English)	lifestyle	and cultures.(Islam)
	Explain their opinions to	others (English)	- Importance of healthy	Reflect on people's experiences
	others (Persuasive letter	Talk about topical issues	eating	from various faiths and cultures
	– English)	(on going)	- Importance of exercise	(Islam)
	Linghish)	(on going)	- Importance of excreme	(Islam)
	See things from other	Discuss topical issues	(DT – healthy pizzas)	Explaining their opinions to others
	people's point of view	(ongoing)	(D1 nearing pizzas)	(PSHE – Stereotyping)
	(Persuasive letter –		Reflect on people's experiences	(I SHE Steleotyping)
	English)	Recognise the role played	from various faiths and cultures	Understand that the media presents
		by various groups in the	(Christianity)	information in a variety of ways.
	Say what they are good	community (Hinduism)	(Childhardy)	(PSHE – Media – Stereotyping)
	at and set goals (Talk	(Tinduisii)	Understand that the media	(i sine incura storeotyping)
	lessons/trios)	Explain what makes a	present information in different	Understand that pressure to act in

	Recognise the role played by various groups in the community (church visit) Reflect on people's experiences from various faiths and cultures (RE) Respect people from other times (Local geography)	healthy lifestyle – importance of exercise (PE) Explain why we have school rules(English)	ways (English Y5TV)	 an unacceptable, risky or uncomfortable way can come from a variety of sources (PSHE – Media – Stereotyping) Ask for help when under pressure from others (PSHE – Media – Stereotyping) Use some simple techniques to resist pressure (PSHE – Media – Stereotyping) Understand what stereotyping is (PSHE – Media – Stereotyping) Respect differences between people (PSHE – Media – Stereotyping)
Summer 2	Look ahead to new	Look ahead to new	Look ahead to new challenges in	Look ahead to new challenges in
	challenges in year 4	challenges in year 5	year 6	year 7
	Talk about topical issues	Talk about topical issues	Research, discuss and debate	Research, discuss and debate
	(ongoing)	(ongoing)	topical issues. (on going)	topical issues. (on going)
	Discuss topical issues	Discuss topical issues	Respect people from other times	Recognise that feelings and
	(ongoing)	(ongoing)	(Vikings)	emotions can change as they get
	Explain how to stay safe	Respect people from	Know that we have different	older (SRE)
	Road safetySun safetyProtective	other times (Anglo- Saxons)	rights, duties and responsibilities at home, in school and in the community.	Understand that the media presents information in a variety of ways (SRE)

behaviours -	The importance of hygiene (SRE)
stranger danger	
(literacy-	The importance of emotional
persuasive	health (SRE)
writing)	
	Explain how to stay safe –
Understand that all	protective behaviours (SRE)
living things reproduce	
(Science)	Understand that all living things
	reproduce (SRE)
	Understand changes in their body
	and in others (SRE)
	Know the function of sexual organs
	(SRE)
	Explain how babies are produced
	and grow (SRE)
	Description for second any school
	Preparing for secondary school (MOUSE team - moving on up to
	(MOUSE team - moving on up to secondary education)
	secondary education)

PSHE Programme Overview 2014-2015 (Sam Ruggles)