

# Corporation Road – PHSE Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<b>Rights and Responsibilities</b>					
	Sharing/turn taking/waiting Following Nursery rules and routines					
	<b>Identity</b>					
	Recognising personal features e.g. wearing a blue jumper, eye colour and that these can be different to others					
	Showing a 'can do' attitude					
	Recognising different social and community groups they belong to					
	<b>Feelings and Emotions</b>					
Showing happiness or sadness appropriately and developing a greater range of emotions						
Building relationships						
Developing impulse control and self-regulation skills						
Developing empathy and knowing other people have different ideas						
<b>Safety and Risk</b>						
Following Nursery rules and routines						
<b>Health</b>						
Independence skills e.g. toileting, handing up coat						
Introducing different foods and understanding food can be good/bad for your health						
Importance of teeth brushing						
Importance of exercise						
<b>Money</b>						
Opportunities to handle coins in role-play and the real world such as visits to the shop.						
Reception	<b>Rights and Responsibilities</b>					
	Following class and school rules and routines					
	Focusing attention and responding appropriately					
<b>Identity</b>						

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	Confident to try new activities showing resilience, independence
	<b>Feelings and Friendships</b>
	Taking turns; sharing; circle games; listening; feelings
	Recognising needs in themselves and others
	Understanding own feelings and those of others
Begin in regulate own feelings e.g. waiting patiently	
<b>Safety and Risk</b>	
Who helps to keep safe and healthy?	
<b>Health</b>	
Dressing and undressing	
Healthy food choices	
<b>Money</b>	
Opportunities to handle coins in role-play and the real world such as visits to the shop.	

<b>Year 1</b>	<b>How do we decide how to behave?</b>	<b>How do we feel?</b>	<b>What makes us special?</b>	<b>How can we be healthy?</b>	<b>How do we keep safe?</b>
	Class and school rules; belonging to different groups and communities; feelings and bodies can be hurt; behaviour; responding to the behaviour of others	Different kinds of feelings; communicating feelings; responding to the feelings of others	Celebrate strengths and set challenging goals; growing up and how needs change; gaining independence; naming the main parts of the body (including external genitalia); identify their special people; ways they are all unique; ways in which we are the same	What is and how to maintain a healthy lifestyle; making healthy, informed choices	People who look after them; how to get help; their responsibility for keeping themselves and others safe

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Year 2	<p><b>How can we help?</b> School and class rules and their importance; respecting own and other's rights and needs; privacy; listening to and supporting others; looking after the environment</p>	<p><b>How do we show our feelings and what is bullying?</b> Change and loss; physical contact and inappropriate touch; teasing and bullying</p>	<p><b>How can we keep clean?</b> Importance of and how to maintain personal hygiene; how to prevent diseases spreading</p>	<p><b>What is the same and different about us?</b> Sharing opinions and views; identify and respect; similarities and differences</p>	<p><b>What can we do with money?</b> Where money comes from; spending; saving; keeping money safe</p>	<p><b>How can we keep safe in different places?</b> People who look after them; how to get help; household products; rules for keeping safe in different places; secrets and surprises</p>
	<p><b>What are the rules that keep us safe?</b></p> <p>Importance of school rules for health and safety; hygiene routines; appropriate and inappropriate touch; how to respond; keeping safe in the local environment; how to get help in an emergency people; who help us stay safe</p>	<p><b>How can we describe our feelings?</b></p> <p>Wider range of feelings; conflicting feelings; describing feelings; feelings associated with change; recognising a wider range of feelings in others; responding to other's feelings</p>	<p><b>What are we responsible for?</b></p> <p>Responsibilities; rights and duties at home, in school and the local environment; how actions affect themselves and others</p>	<p><b>How can we eat well?</b></p> <p>What makes a balanced lifestyle; balanced diet; making choices; what influences choices</p>	<p><b>What can we do about bullying?</b></p> <p>Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe</p>	<p><b>What jobs would we like?</b></p> <p>What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets</p>
Year 3	<p><b>How can we be a good friend?</b></p> <p>Link to following school and class rules; recognise a wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback</p>	<p><b>How do we grow and change?</b></p> <p>Changes that happen during puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; what makes a healthy relationship/friendship; ask for advice</p>	<p><b>What is diversity?</b></p> <p>Different and diversity of people living in the UK; values and customs of people around the world; stereotypes</p>	<p><b>How can we stay safe online and when using social media?</b></p> <p>Keeping safe when using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries</p>	<p><b>What makes us enterprising</b></p> <p>Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society</p>	<p><b>How can we keep safe in our local area?</b></p> <p>Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay safe and healthy</p>
Year 4						

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### Year 5

#### What does discrimination mean?

Link to following school and class rules; actions can affect self and others; discrimination; teasing and bullying; stereotypes; differences and similarities between people; equalities

#### How do we grow and change

Changes that happen during puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; maintaining positive relationships; who is responsible for their health and wellbeing

#### What makes a community?

Meaning of being in a community; groups and individuals that support the local community; voluntary community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world

#### What are healthy choices

What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay safe and healthy

#### How can we manage our money?

About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality

#### How can we manage risk?

Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing request for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours

### Year 6

#### What are human rights?

Link to following school and class rules (responsibilities); why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including FGM and forced marriage); confidentiality and when to break a confidence

#### How do we grow and change

Changes that happen during puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; maintaining positive relationships; who is responsible for their health and wellbeing; ask for advice

#### What makes a healthy and happy relationship?

Different relationships; what makes positives, healthy relationships; recognise when relationships are unhealthy; committed, loving relationships (including marriage and civil partnerships); human reproduction

#### How can money affect us?

Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt and tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate; health and wellbeing issues

#### How can we stay healthy?

What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for health and wellbeing