



St. Lawrence Primary School

PSHE Curriculum Overview



The curriculum is based on three core themes within which there will be broad overlap and flexibility. They are coloured coded on the overview as so:

- Health and Wellbeing
- Relationships
- Living in the Wider World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Zones of regulation					
Year 1	Key learning To identify a range of emotions. To understand how my behaviour effects me and others around me. To know some tools I can use to self-regulate.	Key learning	Key learning	Key learning	Key learning	Key learning
Year 1	Assessment Opportunity Can I say which zone I'm in? Do I know some ways to help me get back to green?	Assessment Opportunity	Assessment Opportunity	Assessment Opportunity	Assessment Opportunity	Assessment Opportunity

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Year 1	Key Vocabulary Zones of regulation, words associated with each zone eg. Green for happy, calm , relaxed, focused etc.	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Year 2	Friendships	Boys and girls, families		Keeping safe and managing risk, indoors and outdoors	What keeps me healthy?	Medicines and me
Year 2	Key learning The importance of special people in their lives. Making friends and who can help with friendships. Solving problems that might arise with friendships.	Key learning To understand and respect the differences and similarities between people. The biological differences between male and female animals and their role in the life cycle. The biological differences between male and female children. Growing from young to old and that they are growing and changing. That everybody needs to be cared for and ways in which they care for others. Different types of family and how their home-life is special. <u>NSPCC – Keeping safe and Well</u> 4 hours <ul style="list-style-type: none"> • Rights and making choices. • Identifying and understanding their emotions and what to do if they are worried about something. 		Key learning Keeping safe in the home, including fire Safety Keeping safe outside Road safety	Key learning Eating well. The importance of physical activity, sleep and rest. People who help us to stay healthy and well and about basic health and hygiene routines.	Key learning Why medicines are taken. Where medicines come from. Keeping themselves safe around medicines.

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		<ul style="list-style-type: none">Identifying ‘safe people’ in their lives (including family members and professionals).Understanding personal space.Developing an understanding and maintaining healthy relationships (we will look at the different kinds of relationships in your child’s life i.e. parents, siblings and friends).Exploring bullying and how to respond.Looking at the difference between safe and unsafe secrets.Body privacy. (NSPCC-PANTS rule)				
Year 2	Assessment Opportunity Why are your friends special to you? What can you do when there are difficulties in a relationship?	Assessment Opportunity What is the difference between a boy and a girl? How do you show you care for someone in your family?	Assessment Opportunity What are some safety hazards at home (indoors and outdoors)? How can you keep safe around roads?	Assessment Opportunity What is a healthy diet? What things do you do to keep active throughout the day?	Assessment Opportunity Why do people use medicines? How can you stay safe around medicines?	
Year 2	Key Vocabulary Special, qualities, friendship, excluded,	Key Vocabulary Similarity, difference, male, female, growing, changing, care, family	Key Vocabulary Safety, risk, potential hazard, emergency, consequences, road safety, pedestrian,	Key Vocabulary Healthy, moderation, Eatwell guide, physical activity, exercise, active, germs, diseases	Key Vocabulary Medicine, treatment, symptoms, prescribed, asthma, inhaler	
Year 3	Tabacco is a drug	Bullying – see it, say it, stop it!	Strengths and Challenges	Celebrating Difference	Saving, spending and budgeting	What helps me choose?
Year 3	Key learning The definition of a drug and that drugs (including medicines) can be harmful to people.	Key learning To recognise bullying and how it can make people Feel.	Key learning Celebrating achievements and setting personal goals. Dealing with put-downs.	Key learning Valuing the similarities and difference between themselves and others. What is meant by community.	Key learning What influences peoples choices about spending and saving money.	Key learning Making healthy choices about food and drinks. How branding can affect what foods people choose to buy.

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	The effects and risks of smoking tobacco and second-hand smoke. The help available for people to remain smoke free or stop smoking.	Different types of bullying and how to respond to incidents of bullying What to do if they witness bullying.	Positive ways to deal with set-backs.	Belonging to groups.	How people can keep track of their money. The world of work.	Keeping active and some of the challenges of this.
Year 3	<u>Assessment Opportunity</u> How can smoking affect people's bodies? What might help someone who wants to stop smoking?	<u>Assessment Opportunity</u> What different types of bullying are there? What would you do if you knew bullying was happening.	<u>Assessment Opportunity</u> What is something you have achieved recently? How can you approach solving a problem?	<u>Assessment Opportunity</u> What groups or communities do you belong to? What can you do if the group want to do something that you don't want to do?	<u>Assessment Opportunity</u> How do shops persuade people to buy things? How can people decide whether to buy something?	<u>Assessment Opportunity</u> What makes a snack healthy? What is some advice you could give to others about keeping active?
Year 3	<u>Key Vocabulary</u> Drug, helpful, harmful, risk, smoking, second-hand smoke, addiction	<u>Key Vocabulary</u> Bullying, behaviour, racism, sexism, ageism, disablism, gossip, online bullying, bystander	<u>Key Vocabulary</u> Achievement, celebration, challenge, overcome, put down, compliment, set-back,	<u>Key Vocabulary</u> Similarity, difference, in common, connections, communities, online communities,	<u>Key Vocabulary</u> Value for money, sentimental, personal value, budget, essential, non- essential, work, voluntary, interview, responsibilities,	<u>Key Vocabulary</u> Eatwell guide, healthy, snacks, value for money, physically active,
Year 4	Democracy	Drug, alcohol and tobacco education	What is important to me?	Playing Safe	Growing up and changing	
Year 4	<u>Key learning</u> Jersey and Britain as a democratic society. How laws are made. The local council.	<u>Key learning</u> There are drugs (other than medicines) that are common in everyday life, and why people choose to use them.	<u>Key learning</u> Why people may eat or avoid certain foods (cultural, religious, moral, health reasons). Other factors that contribute to peoples food choices (fair trade,	<u>Key learning</u> How to be safe in computer gaming habits. How to keep safe near roads, water, building sites and around fireworks. What to do in an emergency and basic	<u>Key learning</u> The way we grow and change throughout the human life cycle. The physical changes associated with puberty. Menstruation and wet dreams The impact of puberty on physical hygiene and strategies for managing this.	

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		The effects and risks of drinking alcohol. Different patterns of behaviour that are related to drug use.	ethical farming, seasonality). The importance of getting enough sleep.	emergency first aid procedures.	How puberty effects emotions and behaviour and strategies for dealing with the changes associated with puberty. Strategies to deal with feelings in the context of relationships.	
Year 4	<u>Assessment Opportunity</u> What are some of the roles of the government and local council? How can people change things for the better?	<u>Assessment Opportunity</u> How can alcohol affect people's bodies? What could a person choose to do instead of choosing a drug?	<u>Assessment Opportunity</u> Why might a person choose to avoid certain foods? What can help people to sleep well?	<u>Assessment Opportunity</u> Why are some games not so good for children to play? What can you do to help in an emergency?	<u>Assessment Opportunity</u> How might feelings change during puberty? How can you look after your body as you grow older?	
Year 4	<u>Key Vocabulary</u> Democracy, dictatorship, elect, vote, polling station, manifesto, councillor, government	<u>Key Vocabulary</u> Alcohol, drug, habit, addition,	<u>Key Vocabulary</u> Choice, religious beliefs, ethical, sustainable,	<u>Key Vocabulary</u> Safety, risk, danger, peer pressure, emergency	<u>Key Vocabulary</u> Puberty, menstruation, wet dreams, hygiene, changes, penis, testicles, vagina, uterus, physical changes, emotions, relationships,	
Year 5	States Chamber Visit	Stereotypes, discrimination and prejudice, including homophobia	When things go wrong?	Dealing with feelings	Different influences	Changes, how babies are made, how babies are born
Year 5	<u>Key learning</u> To understand how decisions are made in Jersey. To consider local issues and how states members might solve them.	<u>Key learning</u> Stereotyping, including gender stereotyping. Workshop run by diversity role models	<u>Key learning</u> Keeping safe online Violence within relationships is unacceptable.	<u>Key learning</u> People experience a wide range of feelings and emotions and how these are experienced in the body. Times of change and how this can make people feel.	<u>Key learning</u> Risks associated with smoking drugs including cigarettes, e-cigarettes, shisha and cannabis.	<u>Key learning</u> Identify changes throughout the human lifecycle. Understand change is ongoing and individual. Products to manage menstruation.

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	<p>To understand the format of a states meeting and a formal debate.</p> <p>To understand the importance of the Mace and symbols in the states assembly.</p>	<p>Prejudice and discrimination and how this can make people feel.</p>	<p>Problems that can occur when someone goes missing from home.</p>	<p>The feelings associated with loss, grief and bereavement</p>	<p>Different influences on drug use – alcohol, tobacco and nicotine products</p> <p>Strategies to resist pressure from others about whether to use drugs – smoking, drugs and alcohol.</p>	<p>How babies are made.</p> <p>How babies are born.</p>
Year 5	<p>Assessment Opportunity</p> <p>What does it mean to be an active citizen in political terms?</p> <p>How can you be involved in Jersey's decision making?</p>	<p>Assessment Opportunity</p> <p>Can you write a definition of discrimination?</p> <p>If you heard someone at school using homophobic language, what would you do?</p>	<p>Assessment Opportunity</p> <p>What are some potential risks of a person running away?</p> <p>How do you keep yourself safe online?</p>	<p>Assessment Opportunity</p> <p>Can you name strong or difficult feelings people might have?</p> <p>When might someone feel strong emotions?</p>	<p>Assessment Opportunity</p> <p>What are some of the laws associated with tobacco and nicotine products?</p> <p>What could someone think, say or do to resist pressure?</p>	<p>Assessment Opportunity</p> <p>What does fertilisation mean?</p> <p>What products are available that can help to manage menstruation?</p>
	<p>Key Vocabulary</p> <p>Proposer, Seconder, Dean, Greffier & Usher, states chamber, Mace</p>	<p>Key Vocabulary</p> <p>Discrimination, homophobia, stereotyping, gender stereotyping, diversity</p>	<p>Key Vocabulary</p> <p>Trustworthy, harm, inappropriate, domestic violence, abuse, physical, sexual, emotional, economic – abuse,</p>	<p>Key Vocabulary</p> <p>Conflicting feelings, loss, grief, bereavement,</p>	<p>Key Vocabulary</p> <p>Cigarettes, e-cigarettes, shisha, cannabis, influences, peer pressure,</p>	<p>Key Vocabulary</p> <p>Puberty, menstruation, wet dreams, hygiene, sanitary products, fertilisation, physical changes, uterus,</p>
Year 6	<p>Identity, society and equality – Human rights</p>	<p>Healthy minds</p>	<p>Drug, alcohol and tobacco education – weighing up risk</p>	<p>Healthy relationships/ How a baby is made</p>		<p>Keeping safe, out and about</p>

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Year 6	<p>Key Learning</p> <p>Learn about people who have moved to Jersey from other places – including refugees.</p> <p>To learn about human rights and the UNCRC.</p> <p>Homelessness</p>	<p>Key Learning</p> <p>What mental health is.</p> <p>What can affect mental health and some ways of dealing with this.</p> <p>The stigma and discrimination that can surround mental health.</p>	<p>Key Learning</p> <p>The risk associated with using different drugs including tobacco and nicotine products, alcohol, solvents, medicines, and other legal and illegal drugs.</p> <p>Assessing the level of risk in different situations involving drug use.</p> <p>Ways to manage risk in situations involving drug use.</p>	<p>Key Learning</p> <p>Changes that occur during puberty.</p> <p>To consider different attitudes and values around gender stereotyping and sexuality, and consider their origin and impact.</p> <p>What values are important to them in relationships and to appreciate the importance of friendship in intimate relationships.</p> <p>Human reproduction in the context of human life cycle.</p> <p>How a baby is made and grows (conception and pregnancy).</p> <p>Roles and responsibilities of parents and carers.</p> <p>Answer each others questions about sex and relationships with confidence, where to find support and advice if they need it.</p> <p>Some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted.</p> <p>How the risk of HIV can be reduced.</p> <p>How contraception can be used to stop a baby from being conceived.</p>	<p>Key Learning</p> <p>Explore feelings of being out and about in the local area with increasing independence.</p> <p>Recognising and responding to peer pressure.</p> <p>The consequences of antisocial behaviour (including gangs and gang related behaviour)</p>
Year 6	<p>Assessment Opportunity</p>	<p>Assessment Opportunity</p>	<p>Assessment Opportunity</p>	<p>Assessment Opportunity</p> <p>How are babies made?</p> <p>What are some skills and qualities needed by parents?</p>	<p>Assessment Opportunity</p> <p>What is antisocial behaviour?</p>

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	What are some of the rights of the child from the UNCRC? What are the characteristics of 'feeling at home'?	What is mental health? How can people look after their mental health every day?	Where can people get advice or help? Describe how a person might think about the level of risk in a situation involving drug use.		What could somebody do if they were asked to do something they feel unsure about?
Year 6	<u>Key Vocabulary</u> Migrant, refugee, evacuee, homelessness	<u>Key Vocabulary</u> Mental health, fluctuate, coping strategies, wellbeing,	<u>Key Vocabulary</u> tobacco and nicotine products, alcohol, solvents, medicines Legal, illegal, drug risk triangle,	<u>Key Vocabulary</u> Intimate relationships, puberty, gender stereotyping, pubic hair, anus, elbows, breasts, nipples, penis, scrotum, vulva, vagina, clitoris, cervix, ovaries, testicles, foreskin, urethra, fallopian tube, bladder, womb, sexual intercourse, reproductive organs, sex, contraception, pregnancy, Aids, HIV, condom, precautions, contraceptive pill,	<u>Key Vocabulary</u> Potential risks, fears, stereotypes, assumptions, crisis point, legal. Illegal,

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