



Personal, Social and Health Education (PHSE)-**Extra curricular**

Term 1**Term 2****Term 3****Term 4****Term 5****Term 6**

Health and Wellbeing

Relationships

Living in the Wider World

Healthy Lifestyles

Growing and
Changing

Keeping Safe

Feelings and
emotionsHealthy
Relationships

Valuing difference

Rights and
Responsibilities

Environment

Money

**EYFS
Reception**

Observes the effects of activity on their bodies.
Can usually manage washing and drying hands.

Welcomes and values praise for what they have done.
Can describe self in positive terms and talk about abilities

Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

Understands that own actions affect other people, for example becomes upset or tries to comfort another child when they realise they have upset them.

Takes steps to resolve conflicts with other children, e.g. finding a compromise.
Children play cooperatively, taking turns with others.

They know that other children don't always enjoy the same things, and are sensitive to this.
They take account of one another's ideas about how to organise their activity.

They know about similarities and differences between themselves and others, and among families, communities and traditions.
They work as part of a group or class, and understand and follow the rules.

Children know about similarities and differences in relation to places, objects, materials and living things.
They talk about the features of their own immediate environment and how environments might vary from one another.

Children use everyday language to talk about money to compare quantities and to solve problems.

Year 1

What helps keep bodies healthy; hygiene routines

Recognising what they are good at; setting goals.
Change and loss and how it feels

Keeping safe around household products; how to ask for help if worried about something

Recognising feelings in self and others; sharing feelings

Secrets and keeping safe; special people in their lives

Respecting similarities and differences in others; sharing views and ideas

Group and class rules; everybody is unique in some ways and the same in others

Looking after the local environment (CROSS YEAR-GROUP PROJECT WITH YEAR 2)

Where money comes from; how to use money - saving and spending money

Year 2

Healthy choices; different feelings; managing feelings

Recognising what they are good at; setting goals.
Growing; changing and being more independent; correct names for body parts (including external genitalia)

Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts

Behaviour; bodies and feelings can be hurt

Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying

Respecting similarities and differences in others; sharing views and ideas

Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency

Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency

Where money comes from; saving and spending money; making choices; keeping track of money spent/saved

Year 3

What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits

Recognising what they are good at; setting goals.
Describing feelings; conflicting feelings and how to manage feelings

School rules on health and safety; basic emergency aid; people who help them stay healthy and safe

Recognising feelings in others; responding to how others are feeling

Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively

Recognising and responding to bullying

Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community

Responsibilities; rights and duties
Residential Camp-Team Building

Enterprise; what it means; developing skills in enterprise (CROSS YEAR-GROUP PROJECT WITH YEAR 6)

Year 4

What makes a balanced lifestyle and making

Recognising what they are good at; setting goals.

How to keep safe in local area and online; people who

Keeping something confidential or secret; when to

Acceptable and unacceptable physical contact;

Listen and respond effectively to people; share

Discuss and debate health and wellbeing issues.

Sustainability of the environment across the world

Role of money; managing money (saving and

	choices; drugs common to everyday life; hygiene and germs	Changes at puberty. Changes that happen in life and feelings associated with change	help them stay healthy and safe	break a confidence; recognise and manage dares	solving disputes and conflicts amongst peers	points of view	Appreciating difference and diversity in the UK and around the world	Residential Camp Team Building	budgeting); what is meant by interest and loan
Year 5	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices Residential Camp-Team Building	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief	Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety	Responding to feelings in others	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback	Listening to others; raise concerns and challenge	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences	Different rights; responsibilities and duties	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax
Year 6	Images in the media and reality; how this can affect how people feel; risks and effects of drugs Residential Camp-Team work Goal setting	Recognising what they are good at; setting goals; aspirations. Changes at puberty (recap Y4); human reproduction; roles and responsibilities of parents Lifeskills- Bristol Health and safety	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice	Confidentiality and when to break a confidence; managing dares	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying	Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others	How resources are allocated; effect of this on individuals; communities and environment St Johns Ambulance First Aid training Business Fair	Enterprise; setting up an enterprise (CROSS YEAR-GROUP PROJECT WITH YEAR 3)

(Source: PHSE Association)