



# Personal, Social, Health and Economic (PSHE) Education Curriculum Overview

## Rationale

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work.

## Structure

The PSHE curriculum at Birch Copse is taught using a combination of:

- Short (20 minute) sessions each week for approximately 30 weeks
- 4 whole school themed days (School Values Day, E-Safety Day, British Values Day and Environment Day)
- Whole School assemblies
- Two longer sessions in Year 5 and 6 to deliver Sex Education

PSHE at Birch Copse is based on three core themes – each one with sub-themes:

1	Physical Health and Mental Wellbeing	2	Relationships	3	Living in the Wider World
1a.	Hygiene	2a.	Bullying	3a.	Economic Wellbeing
1b.	Mental Wellbeing	2b.	Friends	3b.	School Values (PSHE Day 1)
1c.	Physical Health	2c.	Families and People who Care for Me	3c.	E-Safety (PSHE Day 2)
1d.	Growing Up	2d.	Communication	3d.	British Values (PSHE Day 3)
1e.	Goals	2e.	Myself	3e.	Environment (PSHE Day 4)
1f.	Staying Safe	2f.	Choices		
1g.	Medicine	2g.	People and Equality		
1h.	Basic First Aid	2h.	Staying Safe		
1i.	Drugs and Alcohol	2i.	Growth Mindset		
		Sex Education			
		2j.	Puberty		
		2k.	Babies – Conception to Birth		

The following year group tables split the sessions into three terms. This is a rough guide and may differ slightly year-on-year depending on the length of each term.

## Personal, Social, Health and Economic (PSHE) Education Curriculum Overview

YEAR RECEPTION	Autumn		Spring		Summer	
	Theme	Session focus	Theme	Session focus	Theme	Session focus
	1a. Hygiene	Hand-washing	1f. Staying safe	Road safety	1c. Physical Health	Animal and plant safety
	1a. Hygiene	Wiping nose	1f. Staying safe	How to be safe online – Screen time	1c. Physical Health	Healthy eating
	1a. Hygiene	Going to the toilet	1c. Physical Health	Winter clothing and dressing	1f. Staying safe	Sun and water safety
	1f. Staying safe	School fire alarm	2h. Staying Safe	Being safe with people around us.	1c. Physical Health	Importance of sleep.
	1f. Staying safe	Fire safety	1c. Physical Health	Importance of exercise.		
	1c. Physical Health	Drinking fluids	1a. Hygiene	Dental hygiene		
	1f. Staying safe	Safety with tools				
	1f. Physical Health	Allergies				

Additionally to these 20-minute sessions Personal, Social and Emotional Development in Reception is taught through daily routines and through continuous and enhanced provisions. Reception also teach PSED sessions on three out of the four theme days. During the first theme day, Reception teach the foundations of PSED through the settling in curriculum.

YEAR RECEPTION	Autumn		Spring		Summer	
	Theme	Session focus	Theme	Session focus	Theme	Session focus
	2e. Myself	See themselves as an important member of the class.	2b. Friends	Invite and join others in play situations.	2d. Communication	Shows sensitivity to their own and to others' needs reflecting on different points of view.
	2c. Families & people who care for me	Share experiences through play with adults and children.	1b. Mental Wellbeing	Consider the feelings of others in play situations.	2e. Myself	Talks about own feelings and feelings of others.
	1b. Mental Wellbeing	Begin to talk about their own feelings.	1b. Mental Wellbeing	To talk about their feelings and start to consider feelings of others.	2e. Myself	Talk about how we change own behaviour to help others.
	1d. Growing up	To show concentration when organising my belongings.	1d. Growing up	Understand that expectations vary depending on different events, social situation and changes in routines. To show concentration during these events.	1d. Growing up	Have focussed attention, respond appropriately and demonstrate an ability to follow instructions.
	2f. Choices	Talk about choices for independent learning (plan, do, review).	1e. Goals	Has a clear idea of what they want to do in their play and how to go about it.	1a. Hygiene	Manage personal hygiene and basic needs
	1d. Growing up	Begins to show confidence in selecting resources needed independently.	2e. Myself	See themselves as a valuable member of the school community.	2b. Friends	Work and play co-operatively and takes turns with others

## Personal, Social, Health and Economic (PSHE) Education Curriculum Overview

	<b>2c. Families &amp; people who care for me</b>	Use adults to guide social relationships and interactions.	<b>2b. Friends</b>	Develop particular friendships showing respect.	<b>2b. Friends</b>	Attempts to resolve conflicts by negotiating and compromising.
	<b>1b. Mental Wellbeing</b>	Express feelings about choices and opinions in play.	<b>2b. Friends</b>	Will take steps to resolve conflict.	<b>2a. Bullying</b>	Know right from wrong and try to behave accordingly.
	<b>2b. Friends</b>	With support, develop strategies to resolve conflict.	<b>2d. Communication</b>	Begin to recognise their feelings and start to consider feelings of others, offering empathy and comfort.	<b>2e. Myself</b>	Show an understanding of their own feelings and those of others and begin to change their behaviour accordingly.
	<b>2a. Bullying</b>	Recognise the impact of their choices, behaviour or actions on others.	<b>2f. Choices</b>	To control impulses when waiting for something.	<b>2f. Choices</b>	Plan learning showing and demonstrating how to wait for what they want
	<b>1d. Growing up</b>	To focus attention when taking part in adult-directed learning.			<b>2i. Growth Mindset</b>	Show confidence, independence, resilience, and perseverance when challenged.
	<b>2i. Growth Mindset</b>	Begin to show resilience and perseverance.				

## Personal, Social, Health and Economic (PSHE) Education Curriculum Overview

YEAR 1	Autumn		Spring		Summer	
	Theme	Session focus	Theme	Session focus	Theme	Session focus
	1a. Hygiene	I can use a tissue properly.	2a. Bullying	I know the difference, between teasing, being unkind and bullying.	2e. Myself	I can identify and name my feelings.
	1a. Hygiene	I can wash my hands properly and understand how this helps stop the spread of viruses and illnesses.	2a. Bullying	I can identify what bullying is and know it is wrong.	2e. Myself	I can identify what I am good at
	1b. Mental wellbeing	I understand that there is a range of emotions and these are different for different experiences.	2a. Bullying	I can identify when I have done something right or wrong.	2e. Myself	I can identify things that are good about me.
	1b. Mental wellbeing	I can use a range of vocabulary to express my emotions.	2b. Friends	I can list the features of a good friend.	2f. Choices	I can make choices and understand that means I may miss the other choice.
	1c. Physical health	I understand the benefits of an active lifestyle.	2b. Friends	I know what makes a good friend and how friends make us feel happy.	2g. People and equality	I can accept that some people look different to me.
	1c. Physical health	I understand the importance of getting enough sleep.	2c. Families and people who care for me	I understand that families are important because they make us feel loved and give us stability.	2h. Staying safe	I know what a good or bad touch is.
	1d. Growing up	I understand that people grow.	2c. Families and people who care for me	I can identify the characteristics of healthy family life.	2h. Staying safe	I can keep my privates' private.
	1e. Goals	I can set goal at school.	2d. Communication	I can ask for advice or help for myself or for others, and can keep trying until I am heard.	2h. Staying safe	I understand how to report my feelings if an adult is making me feel unsafe.
	1f. Staying safe	I know what to do if I lose my adult.	2d. Communication	I can share my likes and dislikes.	2i. Growth Mindset	I can identify some of the features of a growth mindset.
	1f. Staying safe	I can say no to strangers.	2d. Communication	I can share my opinion.	3a. Economic Wellbeing	I can identify ways that people earn money.
	1f. Staying safe	I can cross a road safely.	2d. Communication	I know the conventions of courtesy and manners.		
3b. School values (PSHE day 1)		3c. E-Safety (PSHE Day 2)		3d. British Values (PSHE Day 3)		3e. Environment (PSHE Day 4)
I understand why we have classroom rules.		I can understand and use the internet.		I can identify what democracy is.		I understand what recycling is.
I can share responsibility of looking after the classroom.		I can identify that when I go on a web site it may try to find out information about me.		I can celebrate others' differences and understand that it is ok for other people to believe different things to me.		I can identify ways to care for the school environment.
I can recognise how my behaviours can affect others.		I know how to decide what information I should give out on the internet.				I can identify ways to care for the natural environment.
I can identify all the school values.		I can send a safe message on the internet.				



## Personal, Social, Health and Economic (PSHE) Education Curriculum Overview

	I can understand that for most people the internet is an integral part of life.		
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YEAR 2	Autumn		Spring		Summer	
	Theme	Session focus	Theme	Session focus	Theme	Session focus
	1a. Hygiene	I can brush my teeth and understand the benefits of good dental hygiene.	1g Medicine	I know some products, including medicines, are harmful if not used properly.	2d. Communication	I can debate a topical issue listening to the ideas of others.
	1a. Hygiene	I can wash and brush my hair	2a. Bullying	I know the difference, between teasing, being unkind and bullying	2e. Myself	I can identify and name my feelings and deal with them in a positive way.
	1b. Mental wellbeing	I understand mental wellbeing is part of daily life, like physical health.	2a. Bullying	I can explain why bullying is wrong.	2e. Myself	I can name times when I have learnt from experience.
	1b. Mental wellbeing	I can judge if my behaviour is appropriate and how my feelings can affect it.	2a. Bullying	I can identify when I have done something right or wrong.	2f. Choices	I understand what is fair and unfair.
	1c. Physical health	I understand the importance of a regular exercise routine.	2b. Friends	I know healthy friendships make me feel happy and not lonely or excluded.	2f. Choices	I understand what is right and wrong.
	1d. Growing up	I understand differences between children, adults and the elderly ( <i>double session</i> ).	2b. Friends	I can think of suggestions to resolve an argument.	2g. People and equality	I can accept that different people believe different things to me.
	1d. Growing up		2b. Friends	I understand friendships have ups and downs, these can be repaired and that violence is never the answer.	2h. Staying safe	I understand that I feel unsafe it is important I keep reporting it until I am heard.
	1e. Goals	I can set goal for outside school.	2b. Friends	I can recognise who to trust and who not to trust and what to do if this becomes a problem.	2i. Growth Mindset	I can identify all the features of a growth mindset.
	1f. Staying safe	I can use my scooter safely.	2c. Families and people who care for me	I understand that marriage is a lifelong commitment between 2 people and is intended to be lifelong.	3a. Economic Wellbeing	I can explain why people do things to earn money.
	1f. Staying safe	I can name people who can help me stay safe outside of school and home.	2d. Communication	I can explain my opinion.	3a. Economic Wellbeing	I can make choices involving money

3b. School values (PSHE day 1)	3c. E-Safety (PSHE Day 2)	3d. British Values (PSHE Day 3)	3e. Environment (PSHE Day 4)
I can identify the school values, class rules and school rules.	I can identify websites that are suitable for me to visit and those that are not.	I understand that Britain is a democracy and identify how people can participate in it	I can identify how my behaviour can affect plants and animals.
I can identify how my behaviour can affect others.	I understand that I have a digital footprint and I know ways to manage it responsibly.	I can be tolerant of the ideas of others, even if they differ to my own.	I can explain why we recycle
I can share responsibility of looking after the classroom.	I can identify that children can sometimes act like bullies when online.	I can explain what freedom of speech is and why it is important in a democracy.	I can explain the difference between recycling and reusing.
	I know what cyberbullying means and what I can do if I encounter it.		I can identify ways to reduce my impact on the climate change.

## Personal, Social, Health and Economic (PSHE) Education Curriculum Overview

		I understand that not all information on the internet can be trusted				
		I understand the benefit of rationing time spent on electronic devices.				
YEAR 3	Autumn		Spring		Summer	
	Theme	Session focus	Theme	Session focus	Theme	Session focus
	1a. Hygiene	I can use a tissue properly and know why it is important to do so.	2a. Bullying	I can explain what is bullying and what is being unkind.	2e. Myself	I can share something positive about me.
	1b. Mental wellbeing	I understand the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness.	2b. Friends	I understand that there are different types of relationship – E.G. family, friends, neighbours etc. and that all play a part for us to be part of a happy family <i>(double session)</i> .	2f. Choices	I can see how my actions affect others.
	1b. Mental wellbeing	I understand that bullying can have lasting impact on mental wellbeing.	2b. Friends		2g.People and equality	I understand the similarities and differences of different people (age and disability) and be respectful of them <i>(double session)</i> .
	1c. Physical health	I understand the risks of an inactive lifestyle	2b. Friends	I can distinguish between being friendly and being a friend.	2g.People and equality	
	1c. Physical health	I understand what constitutes a healthy diet.	2c. Families and people who care for me	I understand that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.	2g.People and equality	I understand what equality is.
	1d. Growing up	I can identify things that may change about a person as they go through life.	2c. Families and people who care for me	I understand that families can look different and be made up of different people.	2h. Staying safe	I understand it is not right to keep secrets if it means that someone is being unsafe or feeling unsafe.
	1e. Goals	I can set a personal goal for inside school and think about ways to achieve it <i>(double session)</i> .	2c. Families and people who care for me	I know what steps to take if a family relationship is making me feel unhappy or unsafe.	2h. Staying safe	I know where to get advice from.
	1e. Goals		2d. Communication	I can resolve conflicts through compromise.	2i. Growth Mindset	I can explain why it is important to have a growth mindset.
	1f. Staying safe	I understand why I wear helmet when I ride my bike.	2d. Communication	I can share my views on things that affect me <i>(double session)</i> .	3a. Economic Wellbeing	I can identify different jobs and how they contribute to society.
	1f. Staying safe	I can identify ways to keep safe at home.	2d. Communication		3a. Economic Wellbeing	I can explain my reasoning when making choices involving money.
	1h. Basic First Aid	I know what to do if someone is hurt, what steps to follow. Including calling the emergency services.				



## Personal, Social, Health and Economic (PSHE) Education Curriculum Overview

3b. School values (PSHE day 1)	3c. E-Safety (PSHE Day 2)	3d. British Values (PSHE Day 3)	3e. Environment (PSHE Day 4)
I can identify the school values, class rules and school rules.	I understand why people use passwords and create a secure password for myself.	I understand that the UK is a democracy and not all other countries are.	I understand resources are limited and their use can have an impact on the environment.
I understand why we have laws and rules.	I can communicate in a polite and respectful way online.	I can appreciate the diversity of the UK. Having cultural respect and tolerance for those of different faiths/ beliefs and without faith.	I understand what I can do at home to care for the environment.
I understand what my responsibilities at home are.	I understand that companies can target me to buy their product online and I can respond appropriately.		I can identify the damage single use plastics can do to our environment.
I can debate a topical issue – should children have to go to school? I can debate a moral issue - Is it ok to lie sometimes?	I can ensure that everything I put online I would be happy to put against my name even if I am online anonymously.		
	I understand the effects of the online actions of myself and those of others. I understand the procedures for reporting issues online.		

## Personal, Social, Health and Economic (PSHE) Education Curriculum Overview

YEAR 4	Autumn		Spring		Summer	
	Theme	Session focus	Theme	Session focus	Theme	Session focus
	1b. Mental wellbeing	I understand simple self-care techniques for mental health	2a. Bullying	I can explain what to do if I think someone is being bullied.	2g. People and equality	I can challenge stereotypes.
	1b. Mental wellbeing	I understand how loneliness can affect people and seek help if I need it.	2b. Friends	I can identify the difference between a friend and an acquaintance.	2h. Staying safe	I understand what privacy is and why it is important.
	1c. Physical health	I can identify the signs of physical illness, such as weight loss and unexplained body changes.	2d. Communication	I can resolve conflicts through compromise.	2h. Staying safe	I can understand the importance of seeking permission and giving permission when interacting with friends, peers and adults.
	1c. Physical health	I can identify who to speak to if I am worried about my health.	2d. Communication	I can share my views on things that affect me.	2h. Staying safe	I know how to report abuse and the vocabulary needed to do so.
	1d. Growing up	I understand that as I get older the way I feel about things may change and what I like may change.	2e. Myself	I can identify the difference between feeling uncomfortable in a good way or a bad.	2h. Staying safe	I understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
	1e. Goals	I can set a personal goal for outside school and think about ways to achieve it ( <i>double session</i> ).	2f. Choices	I can identify my mistakes and learn from them ( <i>double session</i> ).	2h. Staying safe	I know what to do if something or someone is making me feel uncomfortable in a bad way.
	1e. Goals		2f. Choices		2i. Growth Mindset	I can explain why it is important to avoid having a fixed mindset.
	1f. Staying safe	I can discuss how to cycle my bike safely on the pavement.	2f. Choices	I can try to understand other people's points of view, when they are different to mine.	2i. Growth Mindset	I understand that a person can change their mindset.
	1g. Medicine	I know that people have to take medication for different reasons and that it can help people.	2f. Choices	I can resist peer pressure.	3a. Economic Wellbeing	I can think of ways to save money.
	1h. Basic First Aid	I know how to put on a plaster.	2g. People and equality	I understand the similarities and differences of different people and be respectful of these similarities and differences (race and gender) ( <i>double session</i> ).	3a. Economic Wellbeing	I can plan to save money to buy something.
			2g. People and equality		3a. Economic Wellbeing	I can identify how different economic choices can affect other individuals, the community and me.





## Personal, Social, Health and Economic (PSHE) Education Curriculum Overview

3b. School values (PSHE day 1)	3c. E-Safety (PSHE Day 2)	3d. British Values (PSHE Day 3)	3e. Environment (PSHE Day 4)
I can identify the school values, class and school rules.	I can name factors that make for a good offline citizen and a good online citizen and draw comparisons	I can identify the different types of parliamentary government.	I can identify what are recyclable and non-recyclable products.
I understand what my responsibilities at school are.	I am aware of and can think of ways to protect myself from identity theft.	I understand why we have laws, why it is important to follow them and why sometimes we have to change them.	I can identify the effect that different products have on the environment in their creation and their use.
I can debate a topical issue – if you could change one thing at school what would it be?	I can identify how the words of others online can make us feel and identify an appropriate way to respond.	I understand how a law become a law.	I can identify ways people in different countries can care for the environment as part of a community.
I can debate a social issue – is it ok to bully a bully?	I can identify what online plagiarism is and ensure that I do not pass off the work of others as my own.		
	I understand why computer games and social media are age restricted.		

## Personal, Social, Health and Economic (PSHE) Education Curriculum Overview

YEAR 5	Autumn		Spring		Summer	
	Theme	Session focus	Theme	Session focus	Theme	Session focus
	1b. Mental wellbeing	I understand the process for seeking support with my mental wellbeing.	2c. Families and people who care for me	I can think of practical steps to ensure my relationships are respectful.	2g. People and equality	I can think of things to overcome inequality ( <i>double session</i> ).
	1c. Physical health	I understand the importance of preparing a range of healthy meals.	2d. Communication	I can share my views on things that effect society and myself ( <i>double session</i> ).	2g. People and equality	
	1d. Growing up	I am aware of my own self-image and how my body image fits into that.	2d. Communication		1d. Growing up	I can identify what I am looking forward to when I am in Year 6.
	1d. Growing up	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities.	2e. Myself	I can share something positive about myself.	1d. Growing up	I can start to think about changes I will make when I am in Year 6 and know how to go about this.
	1e. Goals	I can face a new challenge and think of why I want to face it.	2e. Myself	I know how to develop my own self-esteem and self-respect.	3a. Economic Wellbeing	I can identify different jobs carried out by people and have an opinion as to why some are more important than others are.
	1f. Staying safe	I can cycle my bike safely on the road.	2f. Choices	I can understand fair does not mean being equal.	<b>2j. Puberty (Taught over two, 2-hour sessions)</b> <ul style="list-style-type: none"> <li>I can explain what puberty is, why and when it happens and understand that it is something that happens to everyone.</li> <li>I know the main external and internal body parts of the male and female reproductive system and how they function.</li> <li>I can explain how girls' and boys' bodies change during puberty.</li> <li>I can explain the emotional changes everyone goes through during puberty.</li> <li>I understand the importance of looking after yourself physically and emotionally during puberty.</li> <li>I can identify the basic laws around consent.</li> <li>I can understand about menstrual wellbeing and the key facts of the menstrual cycle.</li> <li>I understand the term conception and the science behind sexual reproduction (E.g. the sperm from a male and an egg from a female are required to produce a new life).</li> </ul>	
	1h. Basic First Aid	I know how to look after a bruise.	2f. Choices	can make the correct decision in difficult situations ( <i>double session</i> )		
	1h. Basic First Aid	I can apply basic first aid to a head injury.	2f. Choices			
	1i. Drugs and Alcohol	I can identify some legal and some illegal drugs.	2f. Choices			
	2a. Bullying	I understand what non-violent bullying looks like.	2g. People and equality	I can explain what a stereotype is and why they can be negative.		
	2b. Friends	I understand how to make amends.	2g. People and equality	I understand the similarities and differences of different people and be respectful of these similarities and differences (religion/beliefs) ( <i>double session</i> ).		



## Personal, Social, Health and Economic (PSHE) Education Curriculum Overview

3b. School values (PSHE day 1)	3c. E-Safety (PSHE Day 2)	3d. British Values (PSHE Day 3)	3e. Environment (PSHE Day 4)
I can identify the school values, class and school rules.	I can discuss how different media presents information	I understand the benefits of living in a democratic country, and the dangers to democracy.	I can identify the many small ways people can prevent damage to the environment.
I understand why we have different rules for different situations or people.	I can help create a digital citizenship pledge	I can explain what individual liberties are and why they are important	I can think of a campaign to raise awareness of an environmental issue.
I understand the effects and consequences of anti-social and prejudicial behaviour.	I can identify what spam is and understand how to deal with it		
I understand my responsibilities within my community.	I understand how photos can be altered digitally and understand how this can distort our views.		
I can prioritise my responsibilities when there is a conflict.	I understand that online people can pretend to be someone they are not.		
I can debate a cultural issue – how should people be punished when they have done wrong?	I understand that the internet can be a negative place and trolling, abuse and bullying can take place.		
	I understand when and how to report inappropriate behaviour.		

## Personal, Social, Health and Economic (PSHE) Education Curriculum Overview

YEAR 6	Autumn		Spring		Summer	
	Theme	Session focus	Theme	Session focus	Theme	Session focus
	1b. Mental wellbeing	I can seek support if I am worried about mine or someone else’s mental wellbeing.	3a. Economic Wellbeing	I can create a savings plan for something I want.	2g.People and equality	I understand the similarities and differences of different people and be respectful of these similarities and differences (including sexual orientation) <i>(double session)</i> .
	1c. Physical health	I understand the dangers of a poor diet.	3a. Economic Wellbeing	I understand the concept of interest.	2g.People and equality	
	1d. Growing up	I am aware of my own self-image and how my body image fits into that.	2a. Bullying	I can identify how a person can be bullied and it be hard to notice for someone else <i>(double session)</i> .	1d. Growing up	I can identify what I am looking forward to and what worries me about the transition to secondary school.
	1d. Growing up	I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.	2a. Bullying		1d. Growing up	I know how to prepare myself emotionally for starting secondary school.
	1i. Drugs and Alcohol	I can identify the dangers of certain legal drugs <i>(double session)</i> and illegal substances (including alcohol, smoking and drug taking)	2b. Friends	I can identify my mistakes and make amends.	2j. Puberty and 2k. Babies - conception to birth (Taught over two, 2-hour sessions) <ul style="list-style-type: none"><li>• I can explain what puberty is, why and when it happens and understand that it is something that happens to everyone.</li><li>• I know the main external and internal body parts of the male and female reproductive system and how they function.</li><li>• I can explain how girls’ and boys’ bodies change during puberty.</li><li>• I can explain the emotional changes everyone goes through during puberty.</li><li>• I understand the importance of looking after yourself physically and emotionally during puberty.</li><li>• I can identify the basic laws around consent.</li><li>• I can understand about menstrual wellbeing and the key facts of the menstrual cycle.</li><li>• I understand the term conception and the science behind sexual reproduction (E.g. the sperm from a male and an egg from a female are required to produce a new life).</li><li>• I can explain the different stages of pregnancy, from conception through the nine months of pregnancy and how a baby is born.</li></ul>	
	1i. Drugs and Alcohol		2c. Families and people who care for me	I understand I should be treated with respect but I am also duty-bound to treat others with respects.		
	1e. Goals	I can set a life goal and lay out ways that I could achieve it <i>(double session)</i> .	2d. Communication	I can share my views on things that effect society and myself <i>(double session)</i> .		
	1e. Goals		2d. Communication			
	1f. Staying safe	I can identify where to get help for different problems or issues.	2e. Myself	I know how to develop my own self-esteem and self-respect.		
	1g. Medicine	I can understand the science relating to allergies, immunisations and vaccinations.	2f. Choices	I can identify situations to avoid to keep myself safe.		
	1h. Basic First Aid	I know when to apply RICE.	2h. Staying safe	I understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).		



## Personal, Social, Health and Economic (PSHE) Education Curriculum Overview

3b. School values (PSHE day 1)	3c. E-Safety (PSHE Day 2)	3d. Environment (PSHE Day 3)	3e. British Values (PSHE Day 4)
I can identify the school values, class and school rules.	I understand that I can develop friendships online, but I must never reveal private information to someone I only know online.	I can identify what the UK government can do to try to help the environment, particularly climate change.	I can identify threats to democracy and why we must be aware of them.
I understand why we have different rules for different situations or people.	I understand that websites must protect my private information.	I can explain the role of various environmental groups and how they try to affect government policy.	I understand why it is important to have a free press and why we must protect them.
I understand the effects and consequences of anti-social and prejudicial behaviour.	I can identify secure sites by looking for their privacy policies and seals of approval.	I can think of how I can try to influence environmental policy	I can explain the role of pressure groups and whether they are important.
I understand my responsibilities within my community.	I can explore how it feels to be cyberbullied, how it is similar to or different to bullying and learn strategies for handling cyberbullying.		
I can prioritise my responsibilities when there is a conflict.	I am aware of the dangers of sharing online.		
I can debate a cultural issue – how should people be punished when they have done wrong?	I understand how to be discerning about information seen online and how search engines are ranked.		