Willow Brook PSHE Yearly Overview

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **PSHE Theme:**  **Being a responsible citizen** | **PSHE Theme:**  **Self Awareness and Wellbeing** | **PSHE Theme:**  **The World Beyond the World** | **PSHE Theme:**  **Staying Safe and Personal Wellbeing** | **PSHE Theme:**  **Gender** | **PSHE Theme:**  **Changes and Relationships** |
| **5 Cs: Commitment** | **5 Cs: Confidence** | **5 Cs: Community** | **5 Cs: Care** | **5 Cs: Creativity** |  |
| **Assembly themes/ideas:**  ‘I am committed to becoming the best I can be’- a lifelong learner and a responsible citizen. New year, new start. How can we be the best we can be? Trying our best, pushing ourselves, developing resilience when faced with challenge or setbacks. | **Assembly themes/ideas:**  ‘I am at the heart of a happy community where a love of learning and a wealth of challenges and opportunities inspire my confidence.’ – What is confidence? What is wellbeing? How does confidence link to wellbeing? How to maintain physical and emotional health and wellbeing. | **Assembly themes/ideas:**  ‘I am at the heart of a caring community where I learn to respect and value my environment and the people who share it with me’- respecting self and others, being responsible for behaviours and actions including online, respecting diversity and equality in the community and in the wider world (including the online community). | **Assembly themes/ideas:**  ‘I am at the heart of a caring community’ – how to stay safe (physically and emotionally), how to recognise risks, how to recognise negative relationships, how to recognise abuse and bullying, how to ask for help, how to make informed choices about health and wellbeing, how to respond in an emergency. Speaking out when something is not right. | **Assembly themes/ideas:**  ‘I am at the heart of a happy community where a love of learning and a wealth of challenges and opportunities inspire my creativity.’ What does being creative mean? Creative thinking? What inspires creativity? What are the traits of a creative person? | **Assembly themes/ideas:**  How to manage change, positive changes, loss, transition, reflection on the year at Willow Brook, thoughts about the next year at Willow Brook or beyond… |
| **Whole school/ key stage coverage:**  Pupil voice: new department leaders elected  KS1 and KS2 computing curriculum- internet safety | **Whole school/ key stage coverage:**  Willow Brook Remembrance service  Whole School topic/production | **Whole school/ key stage coverage:**  Whole school focus on internet safety. Safer Internet Day 06.02.18 Slogan: Create, Connect and Share Respect: A better internet starts with you | **Whole school/ key stage coverage:**  NSPCC/Childline visiting to deliver key stage assemblies on ‘Speak Out. Stay Safe.’ and to deliver year 5 and 6 workshops on the same theme.  Whole school focus on Anti-Bullying. Official 2017 theme: All Different, All Equal combined with a themed week using the book ‘Only One You’ by L. Kranz as inspiration. | **Whole school/ key stage coverage:**  Whole school focus on challenging stereotypes | **Whole school/ key stage coverage:**  Whole school focus: transition – managing change  Lower school focus: how to develop and maintain a variety of healthy relationships |
| **Coverage titles and suggested content for each theme for each year group** | | | | | |
| **Reception** | | | | | |
| **PSHE Theme:**  **Being a responsible citizen** | **PSHE Theme:**  **Self Awareness and Wellbeing** | **PSHE Theme:**  **The World Beyond the World** | **PSHE Theme:**  **Staying Safe and Personal Wellbeing** | **PSHE Theme:**  **Gender** | **PSHE Theme:**  **Changes and Relationships** |
| **Being safe online**  -don’t talk to strangers on the computer  -don’t tell people where you live  -don’t share passwords –-don’t open links or download anything without asking permission. | **Wellbeing**  -Talk about health and develop an understanding of what is good for us and what is bad for us  -Use the term ‘wellbeing’ with the children.  *Suggested text- Have you Filled Your Bucket Today? by Claire McCloud*  **Whole School topic/production** | **Respecting the environment**  -Why and how we can respect the environment and everyone within it (including living things and non-living things).  -Explore the different members of our community.  -Investigate who helps us look after the community- police, fire service, council etc.  -Learn about what exists outside our community, how can we find out about it? Link back to online safety. | **Using our bodies safely**  -Follow the Pants Project- see resources online [**https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/**](https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/)  **Understand what bullying is**  -Develop an understanding with the children of what bullying is  -how is bullying different from falling out or having a disagreement?  -Discuss different feelings and emotions, happiness, sadness etc. What makes us happy, what makes us sad?  **Only One You**  Use the quote of the day to explore PSHE issues and stories with a focus on anti-bullying, individual self-awareness and well-being | **What makes us unique?**  *Suggested text- Mostly Monsterly by Tammi Sauer*  -Talk about the difference between boys and girls with a focus on jobs for ‘mums’ and jobs for ‘dads’. | **Friendships**  -Reflect on friends we have made this year. –Explore what makes a good friend?  *Suggested resource-*  *clips from Toy Story e.g.* [*https://www.youtube.com/watch?v=QtQPmDjuA5s*](https://www.youtube.com/watch?v=QtQPmDjuA5s) |
| **Coverage titles and suggested content for each theme for each year group** | | | | | |
| **Year 1** | | | | | |
| **PSHE Theme:**  **Being a responsible citizen** | **PSHE Theme:**  **Self Awareness and Wellbeing** | **PSHE Theme:**  **The World Beyond the World** | **PSHE Theme:**  **Staying Safe and Personal Wellbeing** | **PSHE Theme:**  **Gender** | **PSHE Theme:**  **Changes and Relationships** |
| **Being safe online**  -internet safety lessons following the Computing curriculum- use technology safely and respectfully  -keep personal information private  -identify where to go for help and support with concerns about content or contact on the internet or other online technologies.  -Learn about different types of behaviour.  *Suggested text- Bob Robber and Dancing Jane by Andrew Matthews.* | **Healthy Body, Healthy Mind**  -Learn about some of the things that keep our bodies healthy (physical activity, exercise, sleep, rest, healthy food).  Suggested text- Ketchup on your cornflakes by Nick Sharratt.  **Whole School topic/production** | **Respecting the environment**  -What is respect?  -How and why we should respecting the environment and everyone within it (including living things and non-living things).  *Suggested text- George Saves the World By Lunchtime by Jo Readman*  -Who is in our community?  -Who helps us look after the community- police, fire service, council etc.  -What exists outside our community, how can we find out about it? Link back to online safety. | **Using our bodies safely**  -Follow the Pants Project- see resources online [**https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/**](https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/)  **Understand what bullying is**  -Develop an understanding with the children of what bullying is  -how is bullying different from falling out or having a disagreement?  -Discuss different feelings and emotions, happiness, sadness etc. What makes us happy, what makes us sad?  **Only One You**  Use the quote of the day to explore PSHE issues and stories with a focus on anti-bullying, individual self-awareness and well-being | **Gender roles**  -What do we want to do when we are older and why?  -Are there jobs for mums and jobs for dads or jobs for everyone?  *Suggested text- Made by Raffi by Craig Pomranz*. | **Changes**  -Learn about what it means to give support and feedback to others.  -Focus on friendships and what makes a good friend.  -Explore growing from a baby to an adult- how needs change.  *Suggested text- once there were giants by Martin Waddell.*  -Setting goals for next year.  -Change/loss and the feelings involved-  *Suggested text- Elmer and the lost Teddy by David McKee.* |
| **Coverage titles and suggested content for each theme for each year group** | | | | | |
| **Year 2** | | | | | |
| **PSHE Theme:**  **Being a responsible citizen** | **PSHE Theme:**  **Self Awareness and Wellbeing** | **PSHE Theme:**  **The World Beyond the World** | **PSHE Theme:**  **Staying Safe and Personal Wellbeing** | **PSHE Theme:**  **Gender** | **PSHE Theme:**  **Changes and Relationships** |
| **Being safe online**  -internet safety lessons following the Computing curriculum- use technology safely and respectfully  -keep personal information private  -identify where to go for help and support with concerns about content or contact on the internet or other online technologies.  -Explore school rules- why do we have them? | **Feelings**  -Learn about a wide range of feelings and how to manage them.  -Learn about how to be sensitive to the feelings of others.  Suggested resource- Use Inside Out characters to aid discussion and understanding  <https://www.youtube.com/watch?v=02bdbAXa1dk&index=6&list=PLK0WRim7qeZoVKXf1moCwORoQIYDhvTSa>  Suggested text- The Great Big Book of Feelings by Mary Hoffman  **Whole School topic/production** | **Our Wider World**  -Learn about people who take care of us and the different groups they belong to.  -Explore who lives in our community.  -Learn about the shared responsibility for keeping themselves and others safe in the community.  -Learn about the steps they can take to ensure their safety in class, on the playground, around the school and at home.  -Explore how to communicate in the wider world and the advantages and disadvantages of this- link back to internet safety. | **Personal safety**  -Pants Project- see resources online [**https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/**](https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/)  **Only One You**  Use the quote of the day to explore PSHE issues and stories with a focus on anti-bullying, individual self-awareness and well-being | **Gender Roles**  **-**Learn about sharing opinions and explaining personal viewpoints.  -Learn how to take part in a simple debate as a class.  -Explore how we are the same, how we are different and explore gender stereotypes looking at sports and jobs for ‘girls’ or ‘boys’.  -Celebrate individuality.  Suggested text- ‘It’s ok to be different’ by Todd Parr. | **Changes**  -Explore different kinds of change that have occurred since starting school.  - Explore the kinds of loss that can make us feel sad (loss of a pet, moving house, loss of a relative).  -Learn about growing, changing and becoming more independent as they go into key stage 2.  -Learn how independence brings opportunities and responsibilities.  -Celebrate achievements this year and set goals for next year. |
| **Coverage titles and suggested content for each theme for each year group** | | | | | |
| **Year 3** | | | | | |
| **PSHE Theme:**  **Being a responsible citizen** | **PSHE Theme:**  **Self Awareness and Wellbeing** | **PSHE Theme:**  **The World Beyond the World** | **PSHE Theme:**  **Staying Safe and Personal Wellbeing** | **PSHE Theme:**  **Gender** | **PSHE Theme:**  **Changes and Relationships** |
| **Being safe and responsible online**  -internet safety lessons on theComputing curriculum  -use technology safely, respectfully and responsibly  -recognise acceptable/unacceptable behaviour  -identify a range of ways to report concerns about content and contact.  -How can we show we are committed to our learning? Learning Behaviours- resilience, team work etc. | **Feelings and emotions**  Give examples of a wider range of feelings and emotions (building on learning in years 1 and 2).  Describe how feelings may influence our thoughts and actions and consider the same with regard to other people.  Describe how to recognise a wider range of feelings in others.  Suggest signs to look for that indicate the feelings of others.  Explore how feelings link to wellbeing.  **Whole School topic/production** | **Our Wider World**  -Learn aboutrisk, danger and hazard in the wider world.  -Learn about online responsibility.  -Learn about responsibility to the wider community in looking after our school, our village and each other.  -Learn about the consequences of anti-social behaviour.  -Learn that everyone has human rights and explore what these are. | **Personal safety**  -Pants Project- see resources online [**https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/**](https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/)  -Learn how to make informed choices in relation to their health.  -Learn how to ask for help and report concerns  -Learn about different kinds of negative pressure.  -Investigate techniques to resist pressure.  **Only One You**  Use the quote of the day to explore PSHE issues and stories with a focus on anti-bullying, individual self-awareness and well-being | **Gender stereotypes**  *-Suggested text- Use The Paperbag Princess* to explore stereotypes.  -Explain what is meant by stereotyping.  -Give examples of different kinds of stereotypes.  -understand how and why stereotyping can lead to problems.  -Explore similarities and differences between people.  *Suggested text- What I Like About Me by Allia Zobel-Nolan.* | **Relationships**  **-**SRE  -friendship  -trust  -managing feelings  -what makes us all different?  -How are boys and girls different (on a basic level)  -use the correct terminology for body parts if it comes up as part of the session. |
| **Coverage titles and suggested content for each theme for each year group** | | | | | |
| **Year 4** | | | | | |
| **PSHE Theme:**  **Being a responsible citizen** | **PSHE Theme:**  **Self Awareness and Wellbeing** | **PSHE Theme:**  **The World Beyond the World** | **PSHE Theme:**  **Staying Safe and Personal Wellbeing** | **PSHE Theme:**  **Gender** | **PSHE Theme:**  **Changes and Relationships** |
| **Being safe and responsible online**  -internet safety lessons on theComputing curriculum  -use technology safely, respectfully and responsibly  -recognise acceptable/unacceptable behaviour  -identify a range of ways to report concerns about content and contact.  -How can we show we are committed to our learning? Learning Behaviours- perseverance, co-operation, problem solving etc. | **Actions and consequences -**How friendships and relationships link to wellbeing- focus on resolving problems/conflict.  -How to develop and maintain positive, healthy relationships – people feeling excluded, the difference between being assertive and being aggressive.  -Explore how our actions can affect ourselves and other people (consequences).  **Whole School topic/production** | **Our wider world**  -How and when to ask for help  -Understand how to resist peer pressure.  -Learn about people who help them stay healthy and safe.  -Learn ways that they can help these people (focus on lunchtime behaviour at school).  -Explore how human rights take precedence over other national laws. | **Personal safety**  **-**Pants Project- see resources online [**https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/**](https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/)  -Learn about the risks, dangers and hazards which we face on a daily basis- how do we stay safe?  -Explore the importance of personal safety.  - Investigate the benefits of healthy eating and exercise.  **Only One You**  Use the quote of the day to explore PSHE issues and stories with a focus on anti-bullying, individual self-awareness and well-being | **Gender stereotypes**  -Explore what makes us different and why it is good to be different.  -Show children this video or do the activity yourself- ask the children to draw certain job roles and then show *the video* *Stereotype- redraw the balance* <https://www.youtube.com/watch?v=qv8VZVP5csA>  Discuss why they think the children assumed the jobs were jobs carried out by ‘men’. Share examples of stereotypes; teenagers in hoodies are up to no good, boys are better at football than girls etc. How can we challenge these?  *Suggested text- 10,000 dresses by Ewert and Marcus* | **SRE**  -managing different feelings and coping in different scenarios  -positive relationships |
| **Coverage titles and suggested content for each theme for each year group** | | | | | |
| **Year 5** | | | | | |
| **PSHE Theme:**  **Being a responsible citizen** | **PSHE Theme:**  **Self Awareness and Wellbeing** | **PSHE Theme:**  **The World Beyond the World** | **PSHE Theme:**  **Staying Safe and Personal Wellbeing** | **PSHE Theme:**  **Gender** | **PSHE Theme:**  **Changes and Relationships** |
| **Being safe and responsible online**  -internet safety lessons on theComputing curriculum  -use technology safely, respectfully and responsibly  -recognise acceptable/unacceptable behaviour  -identify a range of ways to report concerns about content and contact.  -Explore scenarios and discuss actions. | **Wellbeing**  -Children learn how to manage feelings in themselves and to be sensitive of the feelings of others.  -Learn how to compromise and negotiate.  -Identify healthy lifestyle role models.  -Talk about positive and negative effects on their health and wellbeing.  -Explain how to take care of their body and mind.  -Explore how the media portrays healthy, fit, successful people.  Explore how various people are portrayed in the media and how this may affect others.  **Whole School topic/production** | **Our wider world**  -Who lives in our community? Who can help us? How can we help our community?  -What is a risk?  -Identify risks that people take.  -Recognise that risk is part of everyday living- some risk is good.  -Explain how to weigh up risk factors when taking a decision.  - Explore how people have different attitudes to risk taking- why is this?  -Understand people must take responsibility for their actions (consequences). | **Personal safety**  -NSPCC/Childline ‘Speak Out. Stay Safe.’  -Children learn about different types of acceptable and unacceptable physical contact and how to respond  -Explore how to report something and who to report it to. -Explore secret keeping and trust.  -Show ChildLine Video I saw your willy <https://www.youtube.com/watch?v=sch_WMjd6go> and discuss the message in the video.  **Only One You**  Use the quote of the day to explore PSHE issues and stories with a focus on anti-bullying, individual self-awareness and well-being | **Gender Stereotypes**  -Discuss what makes us unique.  -How are men and women different? How are they the same? **-**Write on a flipchart ‘act like a man’ or ‘be a man’ and discuss what this means. Repeat the activity with the words ‘be ladylike’  -Ask the children where we get these gender roles/stereotypes. -Discuss the media and show examples.  -Explore how everyone can choose whichever career path he or she likes regardless of gender.  -Ask the children to share jobs that they think are seen as a job for ‘men’ or a job for ‘women’ discuss why and ask them to discuss whether they think it matters who does the job. | **SRE**  -puberty and hygiene  -Discuss the importance of staying clean. Then watch: Oh No! B.O.!  <http://www.bbc.co.uk/education/clips/z8rpvcw> and discuss the benefits of staying clean and the possible risk of overdoing it! |
| **Coverage titles and suggested content for each theme for each year group** | | | | | |
| **Year 6** | | | | | |
| **PSHE Theme:**  **Being a responsible citizen** | **PSHE Theme:**  **Self Awareness and Wellbeing** | **PSHE Theme:**  **The World Beyond the World** | **PSHE Theme:**  **Staying Safe and Personal Wellbeing** | **PSHE Theme:**  **Gender** | **PSHE Theme:**  **Changes and Relationships** |
| **Being safe and responsible online**  -internet safety lessons on theComputing curriculum  -use technology safely, respectfully and responsibly  -recognise acceptable/unacceptable behaviour  -identify a range of ways to report concerns about content and contact.  -Explore scenarios and discuss actions. | **Wellbeing**  -What makes us happy? What is wellbeing? How can we have a happy wellbeing?  -Discuss stress, relationships, feelings, falling out etc.  -Discuss how increased independence brings increased responsibility.  -Explain what is meant by inclusion, prejudice and discrimination.  -Explain how discrimination is sometimes shown through teasing, bullying, hurtful behaviours and prejudice-based language.  -Suggest ways we can be more inclusive and why we should work towards this.  **Whole School topic/production** | **DARE** | **Personal safety --**NSPCC/Childline ‘Speak Out. Stay Safe.’  -Children learn about different types of acceptable and unacceptable physical contact and how to respond.  -Children understand the term ‘abuse’ and the different types of abuse.  **Only One You**  Use the quote of the day to explore PSHE issues and stories with a focus on anti-bullying, individual self-awareness and well-being | **Gender stereotypes**  -Identify and give examples of different types of stereotyping in the media/advertising.  -Explain how stereotyping, such as gender stereotyping can influence aspirations and hopes.  -Explain why stereotyping can lead to prejudice and how this can be dangerous.  -Give examples of people who have challenged stereotyping.  Bikeability | **SRE**  -puberty  -periods  -sex  -reproduction  -sexting  Learn about different types of relationships.  Learn about words that help to describe the range and intensity of their feelings towards others. |