



Bishop Martin CE Primary School - PSHE Subject Overview



	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
2Yr Old	<u>Managing Feelings and Behaviour</u> Expresses a range of emotions such as happiness, frustration, or sadness through facial expressions, crying, or simple words. Begins to regulate emotions with some adult support but may still have frequent outbursts or tantrums when upset or frustrated. Starts to understand and use simple emotional vocabulary like “sad,” “happy,” or “angry” with guidance. Shows awareness of social expectations, such as beginning to understand when it’s not okay to hit or bite, though these behaviours may still occur. <u>Making Relationships</u> Engages in parallel play (playing alongside others but not yet with them) and shows interest in others’ toys or actions. Responds to others with a smile, eye contact, or simple words, especially in familiar settings or with familiar adults. Begins to develop basic social interactions, such as imitating actions or sounds made by adults or other children. Shows an understanding of simple social routines, such as saying “bye” or “hello” and using basic manners.		<u>Managing Feelings and Behaviour</u> Expresses a wider range of emotions with more clarity, such as excitement, sadness, or frustration, and may use words to explain how they feel (e.g., “I’m sad” or “I’m mad”). Begins to show more control over emotional responses, calming down after being upset with some support from adults. Starts to recognise and label basic emotions in others (e.g., “Mummy sad” or “He’s happy”). Shows more empathy, offering comfort to a peer who is upset by giving them a toy or a hug. <u>Making Relationships</u> Engages in simple turn-taking during play, although still needing reminders or help with sharing. Forms stronger attachments to key adults and peers, seeking comfort from familiar people when upset. Shows interest in playing with others rather than just beside them, copying another child’s actions or talking to a peer about a shared activity. Understands group activities, such as trying to join in with songs or group games.		<u>Managing Feelings and Behaviour</u> Expresses emotions more effectively, using words or phrases to explain feelings like “I’m happy” or “I’m scared” and using more complex emotional vocabulary. Manages frustration or disappointment with increased self-regulation, such as taking deep breaths or asking for help when upset. Begins to understand more complex feelings and concepts, such as feeling both “happy and scared” at the same time. Begins to recognise when their behaviour is not acceptable (e.g., “No hitting” or “We share the toys”) and may make attempts to correct or apologise when they do something wrong. <u>Making Relationships</u> Engages in cooperative play, sharing toys, taking turns, and cooperating with peers in more complex play (e.g., building a tower together). Shows deeper empathy for others’ emotions and may comfort a friend who is upset or help tidy up when asked. Understands social rules and routines, like waiting in line or taking turns during games, although still needing occasional reminders. Forms close friendships with one or two peers and enjoys spending time with them during play.	
Nursery	<u>Building Relationships</u> Begins to show interest in others, engaging in parallel play and occasionally joining in with others during play. Demonstrates an awareness of others’ feelings, starting to show empathy by offering comfort or acknowledging when others are upset. Needs some support in initiating and maintaining interactions but begins to enjoy sharing with peers during play. <u>Self-Regulation</u> Starts to develop an awareness of their own emotions, with adult guidance, identifying basic feelings such as happy, sad, and angry. Responds to adult guidance in calming down when upset, although they may still need reminders and support. Demonstrates the beginnings of impulse control but may struggle to wait for turns or share without adult encouragement.		<u>Building Relationships</u> Engages more actively with peers and adults, initiating conversations and play, and showing greater interest in making friendships. Can show empathy by noticing when peers are sad, offering help, or asking questions to check on how others are feeling. Demonstrates the ability to engage in cooperative play with others, beginning to share and take turns with minimal prompting. <u>Self-Regulation</u> Begins to regulate emotions with greater awareness, using words or simple strategies like deep breathing when upset. Can start to control impulses and manage feelings of frustration or disappointment with guidance, such as asking for a break or using calming strategies. Recognizes the importance of waiting for turns and is learning how to cope with delays in getting what they want.		<u>Building Relationships</u> Actively seeks out peers to play with, showing confidence in initiating and maintaining friendships. Can independently express empathy, such as comforting a peer or checking if someone is okay after a disagreement. Engages in more complex play with others, including role-play and cooperative games, and shows a developing understanding of turn-taking, sharing, and group cooperation. <u>Self-Regulation</u> Demonstrates increased control over emotions, able to calm down independently or with minimal adult support when upset. Begins to recognise and verbalise the causes of their emotions and uses language to express feelings appropriately, such as saying “I am angry because...” Can follow rules and routines with minimal reminders, demonstrating increasing independence and self-awareness in managing behaviour.	

Reception	<u>Self-Regulation</u> My Feelings Recognising and describing different feelings and learning strategies to regulate and feel calm.	<u>Building Relationships</u> Special Relationships Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own strengths as individuals.	<u>Managing Self</u> Taking on Challenges Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies.	<u>Self-Regulation</u> Listening and Following Instructions Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.	<u>Building Relationships</u> My Family and Friends Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.	<u>Managing Self</u> My Wellbeing Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet.
Year One	<u>My Healthy Self: How can we look after our emotions?</u> Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions.	<u>Connecting with others: How can I help myself and others feel happy and safe?</u> Identifying what makes them and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships.	<u>The Online World: How do we spend time online?</u> Understanding how to stay safe and respectful online and recognising the different ways people use the internet in everyday life. Pupils compare online and offline activities, explore appropriate online behaviour and identify strategies for staying safe and responding to unsuitable content.	<u>Citizenship: How can I help others and the environment?</u> Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Pupils investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them.	<u>Health Protection - How can I protect myself and others in daily life?</u> Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. Pupils investigate how germs spread, practise ways to reduce the risk of illness and learn when and how to seek help in an emergency. <u>Staying Safe – How can I stay safe?</u> Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed. <u>Additional – Road Safety</u> Understand the 'Stop, Look and Listen' when crossing a road, know that pedestrians belong on the pavements and how to walk along these safely. Understand how to help others see them in the dark and how to ride bikes/scooters safely.	
Year Two	<u>My Healthy Self: How can we look after our bodies?</u> Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth , before planning a simple healthy daily routine. <u>Additional – Dental Hygiene</u> Understanding how diet and snacking can impact the health of your teeth, that there are different types of teeth and why they are important and why it is	<u>Connecting with others: How can I build safe, kind and caring relationships with others?</u> Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe.	<u>The Online World: How can we stay safe online?</u> Developing an understanding of how people use the internet safely, including sharing information, protecting private information and recognising that not everything online is real. Pupils apply their understanding by identifying safe and unsafe online situations, evaluating online content and explaining how to respond safely when they need help.	<u>Citizenship: How do people belong to a community and earn money?</u> Exploring communities, belonging and money through learning about the groups people belong to, the jobs people do and where money comes from.	<u>Growing Up: How can we look after and respect our bodies as we grow?</u> Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe. <u>Staying Safe: How can I make safe choices in different places?</u> Understanding that unsafe situations at home and in public, including common hazards and behaviours that can make someone feel unsafe. Pupils identify when words, actions or touch are not okay, practise saying no and learn how and when to seek help from a trusted adult.	

	important to have good dental hygiene.				
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Cycle A

Year Three/Four	<u>My Healthy Self: How can I make healthy choices?</u> Understanding how healthy choices, including exercise, nutrition and hydration, support physical and mental wellbeing. Pupils identify strategies for developing a growth mindset and consider how kindness and helping others can positively affect their own wellbeing and that of others.	<u>Connecting with others: How can we respect each other?</u> Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.	<u>The Online World: How can we decide what to trust online?</u> Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.	<u>Citizenship: How can I spend money responsibly?</u> Learning about managing money by examining the different ways people pay for things, including cash and bank cards. Pupils develop an understanding of budgeting, value for money and responsible financial decision-making, while considering how money can influence people's feelings and choices.	<u>Additional - Year Three - Water Safety</u> Identify where is/is not a safe place to swim, including recognising beach flags and safety signs. Manage potential hazards, to reduce chances of getting in danger in, on or around water. Recognise that there are dangers in and around water, to be prepared and stop and think about the dangers water may have. Consider the risks associated with being near water and plan accordingly. Know what to do in the event of an emergency. Know to call 999 and know what to say. Know not to enter the water if someone is in trouble but to look for a flotation aid to support them and then wait for help to arrive. Understand the effect of cold water on my body and swimming ability and know how to stay safe. Know to float on my back until the effect of cold water has passed, then call for help and raise my hand to draw attention or swim to safety if I am able to do so. Know how to safely help a person in difficulties in the water. Demonstrate that the first actions should always be to: - phone the emergency services - shout for help. <u>Year Four - Growing Up: How will my body and emotions change as I grow up?</u> Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone.	<u>Staying Safe: What signs help me recognise what is safe and unsafe?</u> Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to crossroads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.
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Year Four/Five	My Healthy Self: How can I support my mind and body as I grow? Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed.	Connecting with others: Why are healthy relationships important? Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships.	<u>The Online World: How am I influenced by what I see online?</u> Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online. Pupils develop critical thinking skills by considering spending decisions, recognising possible scams and identifying strategies to respond safely to pressure and persuasion.	<u>Citizenship: How can we make a difference in our communities and beyond?</u> Developing active citizenship skills through exploring how people can make a difference in their communities and beyond. Pupils learn how individuals, community and pressure groups, local councillors and MPs can influence change in government.	Year Four - Growing Up: How will my body and emotions change as I grow up? Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone. Year Five - Growing Up: How can I manage the changes to my body and emotions as I grow up? Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.	Citizenship: How can we be in control of our money?
Year Five/Six	My Healthy Self: How do my choices today shape my future health? Learning about the importance of daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success. They also explore how a growth mindset can build confidence and resilience when facing challenges.	<u>Connecting with Others: What does it mean to stand up for myself and others?</u> Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.	<u>The Online World: How do I feel about the things I see online?</u> Exploring how online experiences can influence our thoughts, feelings and behaviour, and recognising online risks to support safe decision-making, including learning how to respond to online bullying and other harmful behaviour. <u>Additional - Social Media</u> Explore the meaning of social media. Understand how social media can impact a young person's wellbeing. Understand why social media apps have age restrictions. Understand what a 'digital footprint' is and its implications.	Citizenship: How can we protect everyone's rights? Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.	Staying Safe: How can I stay safe as I grow up? Developing understanding of hazards, risks and safer choices by exploring how to stay safe at home, outdoors, on public transport and around water. Pupils also consider how peer pressure, consent, boundaries and drug misuse can affect decisions and learn strategies to protect themselves and others.	Year Five - Growing Up: How can I manage the changes to my body and emotions as I grow up? Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty. <u>Year Six - Sex Education: How do people become parents and carers?</u> Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities

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Cycle B

Year Three/Four	<u>My Healthy Self: How can I take care of my mind and body?</u> Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed.	<u>Connecting Others: What helps us feel safe and included?</u> Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practise ways to repair friendships and identify different types of bullying and how to respond to them.	<u>The Online World: How should we communicate online?</u> Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Pupils identify unsafe online situations, consider how to respond to online bullying and apply their understanding to communicate safely and respectfully online.	<u>Citizenship: What rights and responsibilities do we have?</u> Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet the needs of their communities.	<u>Health Protection: How can we prevent illness and injury and respond if they happen?</u> Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Pupils apply their understanding by making informed decisions about hygiene, sun safety and seeking medical help, while practising basic first aid and learning when to call 999	<u>Citizenship: What careers do people choose and why?</u> Exploring careers, aspirations and equality by learning about different jobs, why people choose them and how careers can change over time. Pupils consider how interests, strengths and pay can influence career choices, while recognising and challenging gender stereotypes in the workplace.
Year Four/Five	<u>My Healthy Self: How can I make healthy choices?</u> Understanding how healthy choices, including exercise, nutrition and hydration, support physical and mental wellbeing. Pupils identify strategies for developing a growth mindset and consider how kindness and helping others can positively affect their own wellbeing and that of others.	<u>Connecting with others: How can we respect each other?</u> Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.	<u>The Online World: How can we decide what to trust online?</u> Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.	<u>Citizenship: How can I spend money responsibly?</u> Learning about managing money by examining the different ways people pay for things, including cash and bank cards. Pupils develop an understanding of budgeting, value for money and responsible financial decision-making, while considering how money can influence people's feelings and choices.	<u>Year Four - Growing Up: How will my body and emotions change as I grow up?</u> Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone. <u>Year Five - Growing Up: How can I manage the changes to my body and emotions as I grow up?</u> Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.	<u>Staying Safe: What signs help me recognise what is safe and unsafe?</u> Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to crossroads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.
Year Five/Six	<u>My Healthy Self: How can I support my mind and body as I grow?</u> Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed.	<u>Connecting with Others: Why are healthy relationships important?</u> Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships.	<u>The Online World: How am I influenced by what I see online?</u> Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online. Pupils develop critical thinking skills by considering spending decisions, recognising possible scams and identifying strategies to respond safely to pressure and persuasion.	<u>Citizenship: How can we make a difference in our communities and beyond?</u> Developing active citizenship skills through exploring how people can make a difference in their communities and beyond. Pupils learn how individuals, community and pressure groups, local councillors and MPs can influence change in government.	<u>Year Five - Growing Up: How can I manage the changes to my body and emotions as I grow up?</u> Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.	<u>Citizenship: How can we be in control of our money?</u>

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