



## Clipston Primary School – Overview for PSHRE

Reception	Key Stage 1 <i>Year A &amp; Year B</i>	Lower Key Stage 2 <i>Year A &amp; Year B</i>	Upper Key Stage 2 <i>Year A &amp; Year B</i>
<p><b>Being Me</b> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p> <p><b>Celebrating Difference</b> Identifying talents Being special Families Where we live Making friends Standing up for yourself</p> <p><b>Dreams &amp; Goals</b> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p> <p><b>Healthy Me</b> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p><b>Being Me</b> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter <i>Hopes and fears for the year</i> <i>Rights and responsibilities</i> <i>Rewards and consequences</i> <i>Safe and fair learning environment</i> <i>Valuing contributions</i> <i>Choices</i> <i>Recognising feelings</i></p> <p><b>Celebrating Difference</b> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone <i>Assumptions and stereotypes about gender</i> <i>Understanding bullying</i> <i>Standing up for self and others</i> <i>Making new friends</i> <i>Gender diversity</i> <i>Celebrating difference and remaining friends</i></p> <p><b>Dreams &amp; Goals</b> Setting goals</p>	<p><b>Being Me</b> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives <i>Being part of a class team</i> <i>Being a school citizen</i> <i>Rights, responsibilities and democracy (school council)</i> <i>Rewards and consequences</i> <i>Group decision-making</i> <i>Having a voice</i> <i>What motivates behaviour</i></p> <p><b>Celebrating Difference</b> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments Challenging assumptions <i>Judging by appearance</i> <i>Accepting self and others</i> <i>Understanding influences</i> <i>Understanding bullying</i> <i>Problem-solving</i> <i>Identifying how special &amp; unique everyone is</i> <i>First impressions</i></p>	<p><b>Being Me</b> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating <i>Identifying goals for the year</i> <i>Global citizenship</i> <i>Children's universal rights</i> <i>Feeling welcome and valued</i> <i>Choices, consequences and rewards</i> <i>Group dynamics</i> <i>Democracy, having a voice</i> <i>Anti-social behaviour</i> <i>Role-modelling</i></p> <p><b>Celebrating Difference</b> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures <i>Perceptions of normality</i> <i>Understanding disability</i> <i>Power struggles</i> <i>Understanding bullying</i> <i>Inclusion/exclusion</i> <i>Differences as conflict, difference as celebration</i> <i>Empathy</i></p>

<p><b>Relationships</b> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p> <p><b>Changing Me</b> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>	<p>Identifying successes and achievements Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success <i>Achieving realistic goals</i> <i>Perseverance</i> <i>Learning strengths</i> <i>Learning with others</i> <i>Group co-operation</i> <i>Contributing to and sharing success</i></p> <p><b>Healthy Me</b> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness <i>Motivation</i> <i>Healthier choices</i> <i>Relaxation</i> <i>Healthy eating and nutrition</i> <i>Healthier snacks and sharing food</i></p> <p><b>Relationships</b> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships <i>Different types of family</i> <i>Physical contact boundaries</i> <i>Friendship and conflict</i> <i>Secrets</i> <i>Trust and appreciation</i> <i>Expressing appreciation for special relationships</i></p>	<p><b>Dreams &amp; Goals</b> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting <i>Hopes and dreams</i> <i>Overcoming disappointment</i> <i>Creating new, realistic dreams</i> <i>Achieving goals</i> <i>Working in a group</i> <i>Celebrating contributions</i> <i>Resilience</i> <i>Positive attitudes</i></p> <p><b>Healthy Me</b> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices <i>Healthier friendships</i> <i>Group dynamics</i> <i>Smoking</i> <i>Alcohol</i> <i>Assertiveness</i> <i>Peer pressure</i> <i>Celebrating inner strength</i></p> <p><b>Relationships</b> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends <i>Jealousy</i> <i>Love and loss</i></p>	<p><b>Dreams &amp; Goals</b> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation <i>Personal learning goals, in and out of school</i> <i>Success criteria</i> <i>Emotions in success</i> <i>Making a difference in the world</i> <i>Motivation</i> <i>Recognising achievements</i> <i>Compliments</i></p> <p><b>Healthy Me</b> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour <i>Taking personal responsibility</i> <i>How substances affect the body</i> <i>Exploitation, including 'county lines' and gang culture</i> <i>Emotional and mental health</i> <i>Managing stress</i></p> <p><b>Relationships</b> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online On-line gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules <i>Mental health Identifying mental health worries and sources of support</i> <i>Love and loss</i> <i>Managing feelings</i></p>
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	<p><b>Changing Me</b>  Life cycles – animal and human  Changes in me  Changes since being a baby  Differences between female and male bodies (correct terminology)  Linking growing and learning  Coping with change  Preparing for transition  <i>Life cycles in nature</i>  <i>Growing from young to old</i>  <i>Increasing independence</i>  <i>Differences in female and male bodies (correct terminology)</i>  <i>Assertiveness</i>  <i>Preparing for transition</i></p>	<p><i>Memories of loved ones</i>  <i>Getting on and Falling Out</i>  <i>Girlfriends and boyfriends</i>  <i>Showing appreciation to people and animals</i></p> <p><b>Changing Me</b>  How babies grow  Understanding a baby's needs  Outside body changes  Inside body changes  Family stereotypes  Challenging my ideas  Preparing for transition  <i>Being unique</i>  <i>Confidence in change</i>  <i>Accepting change</i>  <i>Preparing for transition</i>  <i>Environmental change</i></p>	<p><i>Power and control</i>  <i>Assertiveness</i>  <i>Technology safety</i>  <i>Take responsibility with technology use</i></p> <p><b>Changing Me</b>  Self- and body image Influence of online and media on body image  Puberty  Having a baby (moved from Y4)  Conception (Science)  Growing responsibility  Coping with change  Preparing for transition  <i>Self-image</i>  <i>Body image</i>  <i>Puberty and feelings</i>  <i>Conception (Science)</i>  <i>Reflections about change</i>  <i>Respect and consent</i>  <i>Boyfriends/girlfriends</i>  <i>"Sexting"</i>  <i>Preparing for Transition</i></p>
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## Clipston Primary School – End Points for PSHRE

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
<b>Being Me</b>			
<p>Talk about why my class is a happy and safe place to learn.</p>	<p>Talk about how my behaviour can affect other people in my class.</p> <p>Talk about why some choices are better than others.</p>	<p>Explain why it is important to have rules and how that helps me and others in my class learn.</p> <p>Talk about why it is important to feel valued.</p> <p>Know why being listened to and listening to others is important.</p> <p>Explain why being democratic is important and can help me and others feel valued.</p>	<p>Compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the wider community a fair place.</p> <p>Explain how the actions of one person can affect another and can give examples of this from a wider community context.</p> <p>Explain how my choices can have an impact on people in my immediate community and globally.</p> <p>Empathise with others in my community and globally and explain how this can influence the choices I make.</p>

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
<b>Celebrating Difference</b>			
<p>Talk about some ways that I am different and similar to others in my class, and why this makes us all special.</p> <p>Talk about how being unkind might make somebody feel.</p>	<p>Talk about how sometimes people receive hurtful and unkind comments because they are seen to be different.</p> <p>Talk about how it feels to have a friend and be a friend. Talk about why it is OK to be different from my friends.</p>	<p>Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>Talk about how being involved with a conflict makes me feel and how to offer strategies to help the situation.</p> <p>Explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p>	<p>Explain the differences between direct and indirect types of bullying.</p> <p>Offer a range of strategies to help myself and others if we know about a bullying situation.</p> <p>Explain why racism and other forms of discrimination are unkind.</p> <p>Express how I feel about discriminatory behaviour.</p>

		Explain why it is good to accept myself and others for who we are.	Explain ways in which difference can be a source of conflict or a cause for celebration.  Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.
<b>R</b>	<b>Y1 or Y2</b>	<b>Y3 or Y4</b>	<b>Y5 or Y6</b>
<b>Dreams and Goals</b>			
Talk how I feel when I am successful.  Say why my “internal treasure chest” is an important place to store positive feelings.	Talk about how our different skills complimented each other.  Talk about how it feels to be part of a group.	Talk about the different ways that help me learn and what I need to do to improve.  Be confident and positive when I share my success with others.  Plan and set new goals even after a disappointment.  Explain what it means to be resilient and to have a positive attitude.	Compare and reflect on my hopes and dreams with those of young people from different cultures, and talk about how this makes me feel.  Explain what motivates me to make the world a better place.
<b>Healthy Me</b>			
Talk about why I think my body is amazing.  Identify a range of ways to keep my body safe and healthy.	Talk about why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.  Express how it feels to make healthy and safe choices.	Identify things, people and places that I need to keep safe from.  Talk about some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels.  Recognise when people are putting me under pressure and can explain ways to resist this when I want to.  I can identify feelings of anxiety and fear associated with peer pressure.	Talk about different roles that food and substances can play in people’s lives and explain how people can develop eating problems (disorders) relating to body image pressures.  Know that smoking and alcohol misuse is unhealthy and talk about the impact this can have on others.  Talk about what I can do to keep myself emotionally healthy and to manage stress and pressure.

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
<b>Relationships</b>			
<p>Talk about the special relationships I have with some people and how these relationships help me feel safe.</p> <p>Give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>Talk about why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>Begin to know how to resolve problems in relationships and how to seek support when needed.</p>	<p>Talk about how my life is influenced positively by people I know and also by people from other countries.</p> <p>Talk about why my choices might affect my family, friendships and people around the world who I don't know.</p> <p>Recognise how people are feeling when they miss a special person or animal.</p> <p>Give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>Compare different types of friendships and the feelings associated with them.</p> <p>Explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>Apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p> <p>Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>Explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations.</p> <p>Use strategies to help me manage these feelings and situations.</p>
R	Y1 or Y2	Y3 or Y4	Y5 or Y6
<b>Changing Me</b>			
<p>Talk about how I am now compared to when I was a baby and explain some of the changes that will</p>	<p>Know the correct terms to describe some parts of the body.</p> <p>Talk about why some types of touches feel OK and others don't.</p>	<p>Explain how boys' and girls' bodies change on the inside/outside during the growing up process.</p>	<p>Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.</p>

<p>happen to me as I get older.</p> <p>Know that some parts of my body are private.</p>	<p>Talk about what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>	<p>If I need to, I can talk about how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p> <p>Explain some of the choices I might make in the future and some of the choices that I have no control over.</p>	<p>Know that these changes might happen at different times to my friends.</p> <p>Know why these changes are necessary so that their bodies can create babies when they grow up.</p> <p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager.</p>
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