

## PHSE Subject Overview N-Y6

| HEARTS Value  | Autumn 1                                                                                                                                                                                                                                                                                                                                                                              | Autumn 1                                                                                                                                                                                                                                                                     | Spring 1             | Spring 2                                                                                                                                                                                                                                                                                                        | Summer 1                    | Summer 2            |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------|
|               | Human Kindness                                                                                                                                                                                                                                                                                                                                                                        | Equality                                                                                                                                                                                                                                                                     | Aspiration           | Resilience                                                                                                                                                                                                                                                                                                      | Teamwork                    | Self-belief         |
| <b>N</b>      | Develop sense and understanding of self and family – then make connections/ comparisons to other families<br>Learn about different jobs – such as teachers PCSO Dentist visitors<br>Talk about feelings with increasing vocabulary<br>Self-select activities to achieve their goal<br>Grow in confidence in social situations<br>Increasing confidence in meeting own self care needs |                                                                                                                                                                                                                                                                              |                      |                                                                                                                                                                                                                                                                                                                 |                             |                     |
| <b>R</b>      | Identify and name emotions with support <i>(sad/happy/angry/calm)</i><br>Begin to resolve conflict with support - considering feelings of self and others<br>Turn taking and patience skills                                                                                                                                                                                          | Identify feelings in self and others and begin to moderate emotions during play<br>Begin to show resilience and perseverance when challenged<br><i>(My turn/your turn/try again/help)</i><br>Know about their own health and wellbeing - road safety/health eating and sleep |                      | Develop confidence to talk about feelings in self and others and recognise emotions in others<br>Be confident in managing basic hygiene and importance of healthy food choices<br><i>(toilet/wash hands/ )</i><br>Recognise and talk about ways of keeping safe in familiar environments - e.g. home and school |                             |                     |
| <b>Year 1</b> | My connections                                                                                                                                                                                                                                                                                                                                                                        | My safety and choices                                                                                                                                                                                                                                                        | Health and wellbeing | Online wellbeing and awareness                                                                                                                                                                                                                                                                                  | Growing up and staying well | My future our world |
| <b>Year 2</b> | My connections                                                                                                                                                                                                                                                                                                                                                                        | My safety and choices                                                                                                                                                                                                                                                        | Health and wellbeing | Online wellbeing and awareness                                                                                                                                                                                                                                                                                  | Growing up and staying well | My future our world |
| <b>Year 3</b> | My connections                                                                                                                                                                                                                                                                                                                                                                        | My safety and choices                                                                                                                                                                                                                                                        | Health and wellbeing | Online wellbeing and awareness                                                                                                                                                                                                                                                                                  | Growing up and staying well | My future our world |
| <b>Year 4</b> | My connections                                                                                                                                                                                                                                                                                                                                                                        | My safety and choices                                                                                                                                                                                                                                                        | Health and wellbeing | Online wellbeing and awareness                                                                                                                                                                                                                                                                                  | Growing up and staying well | My future our world |
| <b>Year 5</b> | My connections                                                                                                                                                                                                                                                                                                                                                                        | My safety and choices                                                                                                                                                                                                                                                        | Health and wellbeing | Online wellbeing and awareness                                                                                                                                                                                                                                                                                  | Growing up and staying well | My future our world |
| <b>Year 6</b> | My connections                                                                                                                                                                                                                                                                                                                                                                        | My safety and choices                                                                                                                                                                                                                                                        | Health and wellbeing | Online wellbeing and awareness                                                                                                                                                                                                                                                                                  | Growing up and staying well | My future our world |

\*All year groups from 1-6 to complete the Manchester Healthy School matters curriculum.

Relationships

Health and well being

Living in the wider world

Children's learning is understood developmentally The classroom offers a safe base The importance of transitions in children's lives All behaviour is communication  
 The importance of nurture in the development of well being Language is a vital means of communication

## KS1 (Year 1 and 2) I Matter curriculum overview

### Autumn 1



- Why are families important for helping us feel loved, safe, and secure?
- What makes a caring and happy family?
- Why are friendships important?
- How can we help others feel included?
- Why do friendships sometimes have problems, and how can we solve them?
- How can we tell if a family or friendship situation feels unsafe or upsetting?

### Autumn 2



- How can I share and be safe with others?
- What is personal space and how can we keep safe?
- Is it ok to keep secrets?
- Who can we talk to if something makes us feel unsafe or unsure?
- How can we recognise dangers around us and how can we keep safe?
- How can we stay safe near roads, railways and water, including following simple safety rules?

### Spring 1



- How can we recognise different feelings and talk about them?
- What activities help us feel happy and well?
- What should we do if we feel lonely, sad, or worried, and who can help?
- How can we be kind to others and understand how bullying affects people?
- What does a healthy diet look like, and why is it important for our bodies?
- Why is being active good for our bodies and minds?

### Spring 2



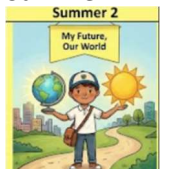
- What is the internet, and how do people use it?
- How can we be kind and respectful if I am online?
- How much time should we spend online?
- Why are some apps, videos and games not suitable for us?
- Who should I share information with?
- What should I do if I see something that makes me feel uncomfortable?

### Summer 1



- How can we keep our body clean and healthy?
- How can we look after our teeth?
- How can we stay safe in the sun?
- Why do we need good sleep, and how can we develop healthy bedtime routines?
- How can I understand me and my body?
- How can change or loss make us feel different emotions?

### Summer 2



- What are class rules? (British Values)
- What groups of communities am I part of?
- What is the environment?
- How can we look after the environment?
- Where does money come from?
- How do we make choices about spending money?

## LKS2 (Year 3 and 4) I Matter curriculum overview

### Autumn 1



- What qualities make a friendship trusting, respectful, and enjoyable?
- How can we tell when a friendship is becoming unkind or unhealthy?
- Why is it important to think about other people's needs, and why can balancing everyone's needs be difficult?
- What are healthy boundaries in relationships, and how can we respect them?
- How can we express our feelings safely and manage conflict?
- What is the difference between being assertive and being controlling, and how can we be kind without forgetting our own needs?

### Autumn 2



- How can we understand privacy and boundaries?
- How can we recognise when a situation, relationship or request is unsafe?
- What are the risks of some harmful substances?
- How can we recognise hazards in different places and make safer choices?
- How can we stay safe near roads, railways and water by using safety codes and spotting danger?
- How can we safely respond to injuries and know what to do when someone needs basic first aid?

### Spring 1



- How can different emotions affect us?
- How do we know if our feelings and behaviour are appropriate?
- What can we do to look after our general wellbeing each day and practice healthy routines?
- What does self-care look like for me and how can I communicate my needs?
- How can we build regular physical activity into our routines and why is it important?
- What makes a healthy relationship with food, and how do we make choices about eating?

### Spring 2



- How do online relationships compare with in-person relationships, and what are their advantages and disadvantages?
- How can we tell if online relationships or information are trustworthy, especially from people we've never met?
- How can we use privacy settings and careful sharing to protect our information online?
- Why is there a minimum age for social media, and how does it help keep children safe?
- What happens when something is shared online, and why might people behave differently when online?
- How can negative experiences online impact wellbeing?

### Summer 1



- How can we talk about our own boundaries and understand that our bodies belong to us?
- How do vaccines work, and why are immunisations offered to protect our health?
- Why are regular dental check-ups and good oral hygiene important?
- How can we improve the quality of our sleep, and how does poor sleep affect our body and mood?

### Summer 2



- How do rules and laws protect us?
- What's the difference between my local British communities and global communities?
- How do we look after our money?
- What are the links between work and money?
- What are the rights of the child?
- What is sustainability?

## UKS2 (Year 5 and 6) | Matter curriculum overview

### Autumn 1



- Why is it important to respect others, especially people who are different from us?
- What practical skills can we use to build strong, healthy relationships in different situations?
- How do good manners and courtesy help us get along with others?
- What is self-respect, and how can we develop our confidence and identity?
- What kinds of bullying exist (including online), how does bullying affect people, and what should we do if we see it?
- What are stereotypes, why are they harmful, and how can we challenge them and ask for help when we feel unsafe?

### Autumn 2



- How can we identify unsafe relationships, understand who to trust and how to respond safely?
- How can we report unsafe situations or things that concern us?
- What are the facts and risks of legal and illegal harmful substances, including nicotine addiction and vaping products?
- How do we assess risks in different environments and take steps to keep ourselves and others safe?
- How can we apply the water safety code and understand risk around roads and railways?
- How do we make an efficient emergency call and use basic first-aid skills to help with common injuries?

### Spring 1



- How can we understand and talk about a wide range of emotions, including feeling worried or low?
- What is the impact of bullying, including cyberbullying, on wellbeing, and how can we help ourselves or others?
- How can we keep ourselves mentally and physically healthy through active lifestyles and positive wellbeing habits?
- What are the risks of being inactive, and how can we make healthy choices to protect our physical health?
- How can we plan and prepare healthy meals and understand the effects of poor diet on the body?
- How do rest, hobbies, community involvement, and supportive relationships contribute to long-term wellbeing?

### Spring 2



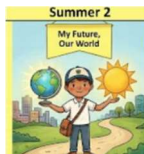
- How can we show responsibility and respect through our online behaviour and understand its impact on others?
- How can we make respectful choices online, even when people are anonymous or pressure us?
- How can too much screen time or certain online content affect our mental and physical wellbeing?
- Why are some websites, games, apps, and online activities age-restricted, and what risks do they protect us from?
- How can we recognise online risks such as scams, monetisation in games, financial harm, or addictive behaviours?
- How can we take a critical approach to online information, understand how it is targeted, protect our data rights?

### Summer 1



- What can we do to protect our long-term health?
- How can change, loss or bereavement impact our wellbeing, and how do people respond differently?
- What's normal for my body and my health?
- How do we maintain good personal hygiene, and why is it important?
- What are the physical and emotional changes of puberty?

### Summer 2



- How are rules and laws made and changed?
- What is Fairtrade?
- How do people manage money?
- How can I develop my enterprise skills?
- Why is it important to be critical of the media online and offline?
- What is racism?
- What do I want to be?