HAWLEY PRIMARY SCHOOL
SUBJECT OVERVIEW
PSHE

EYFS

Personal, Social and Emotional Development: Self-Regulation	**Personal, Social and Emotional Development: Managing Self**	**Personal, Social and Emotional Development: Building Relationships**
Early Learning Goal Children at the expected level of development will: -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	**Early Learning Goal** Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Explain the reasons for rules, know right from wrong and try to behave accordingly - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	**Early Learning Goal** Children at the expected level of development will: - Work and play cooperatively and take turns with others - Form positive attachments to adults and friendships with peers - Show sensitivity to their own and to others' needs.

Statutory Content Coverage
By the end if primary school pupils will:

Families and people who care for me

- That families are important for children growing up because they can give love, security and stability
- The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care
- That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up
- That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships that lead to happiness and security, including mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties
- That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened
- About managing conflict with kindness and respect, and that violence is never right
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

Respectful, kind relationships

- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people in relationships, and why this can be complicated
- The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults
- How to communicate effectively and manage conflict with kindness and respect: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration
- That they can expect to be treated with respect by others and the importance of respecting others, including those who are different (for example: physically or in character, personality or background), or make different choices, or have different preferences or beliefs
- The practical steps they can take in a range of different contexts to improve or support their relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests
- Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs
- About different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust
- What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

Online safety and awareness

- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met
- That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations
- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online, including when we are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults
- That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met
- How information and data is shared and used online, including where pictures or words might be circulated
- Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books and resources, for example
- About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't know
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so

- How to ask for advice or help for themselves or others, and to keep trying until they are heard
- Where to get advice, for example from their family, school and/or other sources

General wellbeing

- The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others
- Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation
- The importance of promoting general wellbeing and physical health
- The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- That isolation and loneliness can affect children, and the benefits of seeking support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently
- Where and how to seek support (including recognising the triggers for seeking support), including who to speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- That it is common to experience mental health problems, and early support can help

Wellbeing online

- That for almost everyone the internet is an integral part of life
- How to think about positive and negative aspects of the internet
- How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection
- The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted
- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them
- That abuse, bullying and harassment can take place online and that this can impact wellbeing
- How to seek support from trusted adults
- How to understand the information they find online, including from search engines, and know how information is selected and targeted
- That they have rights in relation to sharing personal data, privacy and consent
- Where and how to report concerns and get support with issues online

Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle
- The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity
- The risks associated with an inactive lifestyle, including obesity
- How and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- Understanding the importance of a healthy relationship with food

- The principles of planning and preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol, tobacco and vaping

- The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking.

Health, protection and prevention

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn
- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils

Personal safety

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code

Basic first aid

- How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them
- Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries

Developing bodies

- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts
- The facts about the menstrual cycle, including physical and emotional changes

Cycle A (2025-26)						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
EYFS	**Is there Room on a Broom for a Gruffalo?**	**In with a Bang** **Celebrating You**	**Once Upon a Time**	**Eggcellent!**	**It's a Bug's Life**	**Join our Journey**
PSHE Objectives	**Health and wellbeing** Colour Monster	**Health and wellbeing** Colour monster and Have you filled a bucket today?	**Relationships** You Choose, Red Rockets and Rainbow Jelly, Hello Hello, The Family Book, We are going on a bear hunt	**Relationships** Egg, Blue Chameleon, Grumpy Frog, Mommy, Mama and Me	**Living the Wider World** Dangers in the Home, Road Safety **Health and Wellbeing**: Conker the Chameleon, Harold's Worst Nightmare, Tad	**Health and Wellbeing** Oral health and Hygiene; The Selfish Crocodile **Health and Wellbeing:** The Cautious Caterpillar, Transition
Year 1/2 Topic	**Out of Africa** **Making friends: Playing**	**Fire, Fire!** **Mental health and wellbeing**	**Rumble in the Jungle** **Keeping safe online**	**Marvellous Medicine** **Being healthy**	**Under the Sea** **Celebrating me, you and our Families**	**Treasure Adventure** **Me, my body and staying safe**

	and learning together					
PSHE Objectives	- learn about the importance of ground rules in PSHE lessons - learn how to work and play with others - learn how friendships are made. - learn that falling out and making up are normal in friendships, and how to seek help if a friendship is causing unhappiness. - learn about kind behaviour and what to do if they witness unkind behaviour.	- recognise and describe different feelings in themselves and others. - that feelings change and that not everyone experiences the same feeling in the same situation - about 'big' feelings and how to manage them - about different kinds of change and how change can affect people	- learn how the internet and digital devices are used and how to communicate safely and respectfully online. - learn how to recognise that not everything online is true and that people may behave differently online. - learn how to stay safe online by protecting personal information and being kind to others. - learn that there are age-ratings that can help us make choices about what to watch. - learn about how to make good viewing choices that are right for a person's age - learn about what to do if someone watches something that makes them feel upset or worried	- learn how to keep safe in the sun. - learn about the things that will help us to fall asleep and get a good night's sleep. - learn about food and drink that can help keep people healthy. - learn about looking after our teeth	- everyone is unique and has special qualities - learn that everyone is equal, regardless of their similarities and differences. - learn about what makes a family - learn about different types of families	- learn the importance of and how to maintain personal hygiene to stop germs from spreading - learn about the special people in our lives and how we care for one another - learn about the process of growing from young to old and how people's needs change. - know the names for the main parts of the body (including external genitalia: *vagina, penis, testicles*) and the bodily similarities and differences between boys and girls - what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy
Year 3/4 Topic	**The Rolling Stone Age** **Me, my friends and belonging**	**Local Legacy (WWII)** **Mental Health and wellbeing**	**At Water's Edge** **Building healthy habits**	**Natural Wonders** **Making choices online**	**The Land of Roar** **Keeping safe out and about**	**Sporting Heroes** **Me, my body and growing up**
PSHE Objectives	- learn about the importance of ground rules. - learn how and why friendships can change over time	- about the different feelings and emotions people experience; how feelings and emotions change and	- learn about why healthier eating and drinking is important - learn how to manage influences when	- Learn how to create and manage passwords - Learn about the age ratings system for Ims and other media	- learn how to manage risk in relation to sun exposure, including skin damage and heat stroke.	- understand how their body will, and their emotions may, change as they approach and move through puberty

	- learn how to manage challenges within friendships - learn about the important role friendship plays in someone's wellbeing - learn about healthy friendships and how to manage conflict in friendships	what helps people to feel good - about ways of expressing feelings and emotions and why this is important - about the impact of different life changes, and strategies for dealing with grief - about managing feelings and emotions in different situations - about getting help, advice and support with feelings and emotions	choosing what to eat or drink - learn how to plan and prepare a healthy meal - learn how to maintain dental health.	- Learn how to choose appropriate films for ourselves and others and how to resist pressure to watch something we are unsure about	- learn how to take responsibility for personal safety around roads - learn how to recognise and manage risk in relation to railways - learn about keeping safe near rivers, canals, lakes and reservoirs - learn about the risk of flooding	- understand the importance of keeping clean and how to maintain personal hygiene, especially as they will change during the time of puberty
Year 5/6 Topic	**Reach for the Stars (Space)** **Mental health and wellbeing**	**Our Heroes (WW1)** **Friendships, stereotypes and bullying**	**Oh Maya! (Mayans)** **Embedding healthy habits and learning first aid**	**Boom! (Natural Disasters)** **Positively engaging with our world**	**Eureka (Ancient Greece)** **Respecting boundaries**	**Eureka (Ancient Greece)** **Changes in puberty and sex education**
PSHE Objectives	- Learn about mental health; what it means and how we can take care of it - Learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times - Learn about the impact of loss and bereavement and strategies for dealing with grief	- learn about the benefits and importance of including others - learn about positive friendships and communicating respectfully - learn about the impact of bullying and how to seek support - learn how stereotypes can influence behaviours and attitudes towards different groups of people - how attitudes and opinions can sometimes be influenced by being	- Learn how to stay safe in the sun and why sun protection is important. - develop our self-confidence to become a confident mover - develop our understanding of inclusivity in order to be a good team player - develop a positive mindset to become an effective goal setter. - Learn how to recognise an asthma attack, give appropriate first aid, and know when to get emergency help	- learn how to discuss news stories and how they can make people feel - use strategies to identify fake and real news stories - learn to question images presented in news stories - learn how connecting to nature, and using other strategies, can help our wellbeing - learn about actions that people can take to help look after the environment. - learn about the importance of	- learn about giving and asking for permission (consent) - learn about personal boundaries - learn about appropriate and inappropriate touch - learn about the importance of treating others respectfully, and how the pants rule can help -	- understand how their body will, and their emotions may, change as they approach and move through puberty - understand about managing change and becoming more independent through puberty **Year 5** - understand how the process of puberty relates to human reproduction - learn about taking care of their body, understanding that they have the right to protect their body

		exposed to prejudiced or extremist views - how to resist and challenge these viewpoints	- Learn how to recognise head injuries, give first aid, and call for help when needed.	community and working together to look after nature and our local environment		from inappropriate and unwanted contact and strategies required to get support if they have fears for themselves or their peers - learn about the importance of sleep and routines that support good quality sleep **Year 6** - understand what makes relationships healthy, respectful and positive, and how to manage changes in relationships - learn about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born

Cycle B (2026-27)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**Is there Room on a Broom for a Gruffalo?**	**In with a Bang** **Celebrating You**	**Once Upon a Time**	**Eggcellent!**	**It's a Bugs Life**	**Join our Journey**
Year 1/2 Topic	**Hooray for Hawley** **Showing kindness to ourselves and others**	**Up, up and Away** **Safety at home**	**Victorious Victorians** **Money and work**	**Into the Toy Box** **Mental health and wellbeing**	**To the Rescue** **Keeping safe outside the home**	**Going for Gold!** **Me, my body and staying safe**

PSHE Objectives	- Pupils will learn to identify different feelings and think about other people's feelings. - Pupils will learn about kindness and how it can make people feel. - Pupils will learn about different things that help people feel good - learn how the 5 ways to wellbeing can help us stay healthy.	- learn about ways to keep safe at home - learn about things that go into bodies and onto skin and how they can make people feel. - learn about medicines, and the people who help someone to stay healthy. - learn about keeping safe around medicines and other household products.	- learn about how everyone has different strengths and interests. - learn about different jobs and work that people do. - learn about money and where it comes from. - learn about spending and saving	- recognise and describe different feelings in themselves and others. - that feelings change and that not everyone experiences the same feeling in the same situation - about 'big' feelings and how to manage them - about different kinds of change and how change can affect people	- learn how to keep safe when crossing the road. - learn about rail safety - Learn about how to care for the environment and why this is important. - Learn about some of the jobs people do to protect the environment	- learn the importance of and how to maintain personal hygiene to stop germs from spreading - learn about the special people in our lives and how we care for one another - learn about the process of growing from young to old and how people's needs change. - know the names for the main parts of the body (including external genitalia: *vagina, penis, testicles*) and the bodily similarities and differences between boys and girls - what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy
Year 3/4 Topic	**Were the Romans Really Rotton?** **Forming respectful relationships**	**The Power of Words** **Exploring ways to manage risk**	**Lights, Camera, Action** **Looking out for each other**	**Lights, Camera, Action** **Money matters and news literacy**	**Walk like an Egyptian** **Families and growing together**	**Walk like an Egyptian** **Me, my body and growing up**
PSHE Objectives	- about personal identity and how people express their identity - learn about the value of friendships.	- learn about keeping safe around fireworks, bonfires and sparklers - learn how to assess and manage risk at home - learn how to take responsibility for	- Learn about allergic reactions and how to get help. - Learn what to do if someone has been stung or bitten, and has an allergic reaction	- learn about the role money plays in people's lives. - learn that decisions can be made about spending money based on budget, value and needs.	- learn about family relationships - learn about different family structures - learn about change in families - learn about committed	- understand how their body will, and their emotions may, change as they approach and move through puberty - understand the importance of

	- learn about the challenges that friendships can face. - learn how to respond to bullying and hurtful behaviour. - learn about belonging to a group or community and the positive impact of belonging	personal safety around roads - learn about the safe use of medicines and household products - learn that caffeine, cigarettes, vaping (e-cigarettes) and alcohol can affect people's health.	- learn what to do in an emergency and how to call the emergency services for help	- discuss news stories and how they can make people feel - question images presented in news stories	relationships, including marriage and civil partnership.	keeping clean and how to maintain personal hygiene, especially as they will change during the time of puberty
Year 5/6	**Coastal Adventures** **Safe connections**	**Sensational Shang** **Manging money and online spending**	**We Rule!** **Drug education: assessing risk and managing influences**	**We Rule!** **Developing our understanding of AI**	**Ever Evolving** **Looking to the future**	**Ever Evolving** **Changes in puberty and sex education**
PSHE objectives	- learn about navigating situations online and how to protect their information - learn about safely sharing online and who can help with any issues - learn about identifying and responding to pressure or manipulation online - learn about healthy, respectful relationships - learn about socialising online more safely. - learn about staying as safe as possible online, including the risk of online fraud - learn about different types of online fraud and the associated risks	- learn about the impact of money on emotional wellbeing - learn what it means to be a critical consumer - learn about risk in relation to gambling - learn about what influences young people to spend money online - learn about what influences young people to spend money online - learn how spending money online can affect someone's wellbeing	- learn how the correct use of medicines, and vaccinations, can help to maintain health and wellbeing - learn about some of the risks and effects of legal and illegal drug use - learn about the reasons why people use drugs, and how to manage peer influence - learn how mixed messages about drug use in the media can influence opinions and decisions	- learn about what artificial intelligence (AI) is and how it is used in our daily lives - learn about children's rights and how they can be impacted by AI - learn about AI chatbots and how they are different from humans. - learn about why and how AI-generated images and videos are used online. - learn about the impact of AI-generated images and videos - learn about the ethics of creating and sharing AI-generated images or videos	- learn about the skills needed for different jobs - learn about routes into different jobs and career pathways - learn about how people choose a career	- understand how their body will, and their emotions may, change as they approach and move through puberty - understand about managing change and becoming more independent through puberty **Year 5** - understand how the process of puberty relates to human reproduction - learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact and strategies required to get support if they have fears for themselves or their peers

				- learn about what images are appropriate to share online, and those that should not be shared.		- learn about the importance of sleep and routines that support good quality sleep **Year 6** - understand what makes relationships healthy, respectful and positive, and how to manage changes in relationships - learn about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born