



Skegness Infant and Junior Academy PSHE overview



| Nursery 3-5 Jigsaw 3-4 EYFS | Reception 3-5 Jigsaw Reception EYFS | Year 1 5-6 Jigsaw | Year 2 6-7 Jigsaw | Year 3 7-8 PSHE association | Year 4 8-9 PSHE association | Year 5 9-10 PSHE association | Year 6 10-11 PSHE association |
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| Keeping/Staying safe | Keeping/Staying safe | Keeping/Staying safe | Keeping/Staying safe | Keeping/Staying safe | Keeping/Staying safe | Keeping/Staying safe | Keeping/Staying safe |
| Follow rules and know why they are important. Stranger danger. Who to go to for help. Staying "Stop, I don't like it". | Saying no. Stranger danger. People who help us. Sun Safety. Road safety. What to do if you get lost. | People who help us. Consent. Water safety. Medicine safety. Safety of household items. | Physical contact and boundaries. Good and bad secrets. Types on touch. Swimming. Medicine safety. | Recognising how and when to seek support, including recognising which adults to speak to. Recognising different types of physical contact; what is acceptable and what is not; strategies to respond to unwanted physical contact. | The benefits and dangers of sun exposure. Understand about hazards (including fire risks) that may cause harm. Injury or risk in the home and what they can do to reduce risks and keep safe. | The risks and effects of legal drugs common to everyday life (e.g. cigarettes/vaping, alcohol and medicines) and their impact they can have on health. Recognising that drug use can become a habit which can be difficult to break and the laws surrounding drug use. | Identifying organisations that can support people concerning tobacco and other drug use, FGM. |
| Keeping/Staying healthy | Keeping/Staying healthy | Keeping/Staying healthy | Keeping/Staying healthy | Keeping/Staying healthy | Keeping/Staying healthy | Keeping/Staying healthy | Keeping/Staying healthy |
| Become independent in care needs - using the toilet, washing and drying hands. Know some foods are healthier than others. Exercise is good for you. | Manage all personal hygiene independently. Talk about wellbeing and health including exercise, eating, toothbrushing, sleep and being a pedestrian. | Healthy lifestyle choices. Keeping clean. Linking health to happiness. Germs can cause illness/disease. Medicines can help if you are unwell. | Healthy eating and nutrition. Relaxation. Motivation. Healthier choices. Foods which give energy. | How to make informed decisions about health. Exercise, use of medicines, the importance of sleep and mental health and wellbeing. Understanding how bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection. | Understanding positive and negative habits and maintaining good oral hygiene. Understanding what good physical health means; how to recognise early signs of illness. The affects that sugar consumption and smoking can have on your health. | The importance of keeping clean and how to maintain personal hygiene. | First aid, mental health and wellbeing. |
| Growing and changing | Growing and changing | Growing and changing | Growing and changing | Growing and changing | Growing and changing | Growing and changing | Growing and changing |
| Naming external body parts. What I can do now that I couldn't as a baby. Birthdays. | Respecting my body. Growing up. Fun and fears. | Life cycles animal and human. Changes in me. Differences between male and female. Linking growing to learning. Coping with change. | Life cycles in nature. Growing from young to old. Independence. Preparing for transition. | Identifying the external genitalia and internal reproductive organs in males and females. | Understanding the process of reproduction and birth as part of the life cycle, how babies are conceived and born. | Physical and emotional changes during puberty, key facts about the menstruation cycle. Wet dreams. | Recognising that female genital mutilation (FGM) can happen in some cases but understanding that it is against the British law and who they can go to for help and advice. |
| Relationships | Relationships | Relationships | Relationships | Relationships | Relationships | Relationships | Relationships |
| To become more outgoing with unfamiliar people in | How families are important. Developing friendships. | Respecting others. Courtesy and manners. | Respecting differences in families. Healthy friendships. | Recognising that families can look very different. | Looking at marriage and civil partnership, the importance of friendship and what | Recognise that there are different types of relationships, that people may be | Understanding how relationships can change over time. |



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| the safe context of their setting. Play with others. Our Family. Friendships | Building respect. Standing up for yourself. Falling out. Being a good friend. | Characteristics of a healthy family life. Characteristics of good friendships. Understanding Bullying. Physical contact preferences. People who help us. Self acknowledgement. | Mending friendships. Knowing there are different types of bullying. Valuing contributions of others. Physical contact within families. Boundaries. Trust and appreciation. | Recognising that friendships can have ups and downs and finding strategies to overcome disputes. | constitutes a positive healthy relationship. To recognise that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families and foster parents). | attracted to someone emotionally and romantically. | |
| Being responsible | Being responsible | Being responsible | Being responsible | Being responsible | Being responsible | Being responsible | Being responsible |
| Selecting and putting away what they need. Knowing they are a member of the class. Nursery rules. | Making the right choices. Class rules. | Rights and responsibility of being part of a class. | Knowing rights and responsibilities. Rewards and consequences. Creating a safe and fair learning environment. | Recognising how and when to seek support, including recognising which adults to speak to if families are making them feel unhappy. | Seeking and giving permission, how to recognise pressure from others to do something unsafe or that makes them uncomfortable. | Understand the impact of bullying and why people may behave differently online. How to respond safely to people whom they do not know. | The risks associated with money and gambling and the different ways money can be lost or won. |
| Feelings and emotions | Feelings and emotions | Feelings and emotions | Feelings and emotions | Feelings and emotions | Feelings and emotions | Feelings and emotions | Feelings and emotions |
| Talk about Happy, sad, angry, frightened, kindness, worried. Begin to express own feelings. | Consider feelings of others. Identify and moderate own feelings. Being gentle. Being calm. Pride. | Feeling proud. See things from others perspective. Success. Knowing how to calm myself down. | Hopes and fears. Trust. Positive and negative feelings. | How to recognise if family relationships are making them feel unhappy or unsafe and what they should do about it. How everyday things can affect feelings and the importance of expressing them. | Understanding that feelings can range in intensity and change over time. Understanding how to express feelings in different ways. Strategies to respond to feelings; including intense and conflicting feelings. | Personal identity and how to identify their own personal strengths and achievements. | The importance of seeking support if you are feeling lonely or excluded, strategies to respond to hurtful behaviour. To recognise the positive things about themselves and their achievements |
| Computer safety | Computer safety | Computer safety | Computer safety | Computer safety | Computer safety | Computer safety | Computer safety |
| Adult supervision. | People can pretend to be who they are not. | Minimising risks online. | Knowing people can behave differently online. The same principles apply to online relationships as to face to face ones. | Recognise the ways in which the internet and social media can be used positively and negatively, the ways to pay for things and the choices people have about this. | Understanding that personal behaviour can affect other people; to recognise and model respectful behaviour online. Recognising what things are appropriate and not appropriate to be shared on social media. | How to assess the reliability of sources of information online, identify the different ways information can be shared. The benefits of the internet; the importance of balancing time online with other | Recognising the effect of online actions on others. Strategies to respond to hurtful behaviour experienced both offline and online. |



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| | | | | | | activities; strategies for managing time online. | |
| Living in the wider world | Living in the wider world | Living in the wider world | Living in the wider world | Living in the wider world | Living in the wider world | Living in the wider world | Living in the wider world |
| To be confident in our environment. Jobs. Seeking help. Achieving goals. | Seeing themselves as an individual. Resilience. Where we live. Real and imaginary jobs. Seeking help. Achieving goals. | Setting goals, successes and achievements. Tackling challenges. Overcoming obstacles. Consequences. Working with a partner. Careers. | Perserverance. Cooperation. Contributing. Assertiveness. Group co-operation. Sharing success. Qualities and skills needed for careers. | How to recognise reasons for rules and laws and the consequences for not following them. | The ways of carrying out shared responsibilities for protecting the environment. Identifying some of the skills that will help them in their future careers e.g. teamwork and communication. | To recognise that people make spending decisions based on different priorities, the different ways to keep track of money, stereotypes in the workplace. | To recognise that some jobs can pay more than others and the influence that money can have on someone's career choice. |
| Inclusivity | Inclusivity | Inclusivity | Inclusivity | Inclusivity | Inclusivity | Inclusivity | Inclusivity |
| We all like different things. Different families. Being special. | It is ok to have different homes, families, likes. Identifying talents. Everyone is equal. | Knowing there are similarities and differences between people and that is ok. Celebrating differences. | Assumptions and stereotypes about gender. Standing up for ourselves and others. Gender diversity. | What living in a community means. Understanding the importance of listening and responding respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to theirs. | To recognise there are human rights designed to protect everyone. | Understand how stereotypes can negatively influence behaviours and how to challenge them. | Respecting the differences and difference between people. About discrimination, what it means and how to challenge it. |