

APPENDIX B: PSHE TOPIC OVERVIEW – SOUTH HILL PRIMARY SCHOOL

This overview provides parents with information on what your child will be taught in PSHE in each year group at South Hill. We will be using lesson plans and resources from 'The Christopher Winter' project for the RSE and Drugs elements (all lesson plans and resources are available for parents to view- please contact your class teacher or Mrs Farmery, PSHE lead, if you would like to see these), as well as following the National Curriculum in our Science lessons. This document links to our school 'PSHE mapping document'.

We will also reinforce key elements of our PSHE provision and deliver key message through our assemblies, our bespoke PSHE programme (to continue to promote the values of 'The South Hill Way') and through other lessons such as Computing and PE.

Key

Relationship education

Sex education (Lesson 2 and 3 – Year 6 only)

Medicines and people who help us/ drugs

Science curriculum

	Learning Intentions	Learning Outcomes	Terminology
EYFS	<p><u>CHRISTOPHER WINTER UNIT - OUR LIVES</u></p> <ul style="list-style-type: none"> To consider the routines and patterns of a typical day To understand why hygiene is important Learning Intention To recognise that all families are different 	<ul style="list-style-type: none"> Understand some areas in which the children can look after themselves e.g. dressing and undressing Explain why it is important to keep clean Understand some basic hygiene routines Identify different members of the family Understand how members of a family can help each other 	<p>Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, brother, sister, granddad, grandma, step mum, step dad</p>
Y1	<p><u>CHRISTOPHER WINTER UNIT - GROWING AND CARING FOR OURSELVES</u></p> <ul style="list-style-type: none"> To understand some basic hygiene principles To introduce the concept of growing and changing To explore different types of families and who to ask for help <p><u>CHRISTOPHER WINTER UNIT – MEDICINES AND PEOPLE WHO HELP US</u></p> <ul style="list-style-type: none"> To identify how to stay healthy To explore when and how to take medicines safely <p><u>SCIENCE UNIT – ANIMALS, INCLUDING HUMANS (Y1)</u></p> <ul style="list-style-type: none"> name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<ul style="list-style-type: none"> Know how to keep clean and look after oneself Understand that babies become children and then adults Know the differences between boy and girl babies Know there are different types of families and to know which people we can ask for help To understand how to look after our bodies To know how medicines get into our bodies To know why people use medicines To understand that some people need to take medicines all the time to stay healthy Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. 	<p>Clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina, testicles, vulva</p> <p>Unhealthy, unwell, ill drug, medicine, tablet, injections, inhaler, adult, stranger, doctor, nurse, dentist, hospital</p>

<p>Y2</p>	<p><u>CHRISTOPHER WINTER UNIT - DIFFERENCES</u></p> <ul style="list-style-type: none"> To introduce the concept of male and female and gender stereotypes To identify differences between males and females To explore some of the differences between males and females and to understand how this is part of the lifecycle To focus on sexual difference and name body parts <p><u>CHRISTOPHER WINTER UNIT – KEEPING SAFE</u></p> <ul style="list-style-type: none"> To explore substances and situations that are safe or unsafe To be able to identify some hazardous substances To consider safety rules for at home and at school <p><u>SCIENCE UNIT – LIVING THINGS AND THEIR HABITATS (Y2)</u></p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive <p><u>SCIENCE UNIT – ANIMALS, INCLUDING HUMANS (Y2)</u></p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<ul style="list-style-type: none"> Understand that some people have ideas about what boys and girls can do Describe the difference between male and female babies Describe some differences between male and female animals Understand that making a new life needs a male and a female Describe the physical differences between males and females Name the male and female body parts To know what is safe or unsafe To know when something is too risky To know that some things we put into our bodies can harm us To know some rules about keeping safe To be able to follow safety instructions and rules at home and at school Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. 	<p>Similar, different, Sex (in the context of gender), gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina, testicles, vulva</p> <p>Safe, unsafe, dangerous, liquid, symbol, hazard, alcohol, cigarettes, matches, lighter, risky</p>
<p>Y3</p>	<p><u>CHRISTOPHER WINTER UNIT - VALUING DIFFERENCE AND KEEPING SAFE</u></p> <ul style="list-style-type: none"> Describe the physical differences between males and females Name the male and female body parts To consider touch and to know that a person has the right to say what they like and dislike 	<ul style="list-style-type: none"> Know some differences and similarities between males and females Name male and female body parts using agreed words Identify difference types of touch that people like and do not like Understand personal space Talk about ways of dealing with unwanted touch Understand that all families are different and have different family members 	<p>Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, vulva, womb, family, fostering,</p>

	<ul style="list-style-type: none"> To explore difference types of families and who to go to for help and support <p>CHRISTOPHER WINTER UNIT - SMOKING</p> <ul style="list-style-type: none"> To consider smoking and its effects To understand the impact of smoking and passive smoking To know some strategies to prevent starting smoking <p>SCIENCE UNIT – ANIMALS, INCLUDING HUMANS (Y3)</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat 	<ul style="list-style-type: none"> Identify who to go to for help and support To know how smoking affects people To consider why people smoke To know some of the effects of smoking on the body To know about passive smoking To know the rules and laws to prevent smoking To be able to make the positive choice not to smoke Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. 	<p>adoption, relationship, same-sex</p> <p>Smoking, tobacco, lung, cough, passive, effect, benefits, laws, second hand, quitting, pressure, toxic, chemicals, addictive</p>
Y4	<p>CHRISTOPHER WINTER UNIT - GROWING UP</p> <ul style="list-style-type: none"> To explore the human lifecycle To identify some basic facts about puberty To explore how puberty is linked to reproduction <p>CHRISTOPHER WINTER UNIT - ALCOHOL</p> <ul style="list-style-type: none"> To understand the effect alcohol has on the body To understand the risks related to drinking alcohol To consider how society limits the drinking of alcohol <p>SCIENCE UNIT – ANIMALS, INCLUDING HUMANS (Y4)</p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions 	<ul style="list-style-type: none"> Describe the main stages of the human lifecycle Describe the body changes that happen when a child grows up Discuss male and female body parts using agreed words Know some of the changes which happen to the body during puberty Know about the physical and emotional changes that happen in puberty Understand that children change into adults so that they are able to reproduce To know what alcohol is and how it affects the body To understand that everyone will be affected differently by alcohol To know there are risks to drinking alcohol To know some laws about drinking alcohol To consider ways of persuading people to drink alcohol sensibly Pupils should be introduced to the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions. 	<p>Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings, penis, testicles, vagina, vulva</p> <p>Alcohol, drink, illegal, unit, volume, media, advertising, choice, vomit, unconscious</p>
Y5	<p>CHRISTOPHER WINTER UNIT - PUBERTY</p> <ul style="list-style-type: none"> To explore the emotional and physical changes occurring in puberty To understand male and female puberty changes in more detail To explore the impact of puberty on the body & the importance of hygiene To explore ways to get support during puberty 	<ul style="list-style-type: none"> Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence Understand how puberty aspects the reproductive organs Describe how to manage physical and emotional changes Explain how to keep clean during puberty Explain how emotions change during puberty Know how to get support and help during puberty 	<p>Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial</p>

	<p><u>CHRISTOPHER WINTER UNIT – LEGAL AND ILLEGAL DRUGS</u></p> <ul style="list-style-type: none"> To explore a range of legal and illegal drugs, their risks and effects To have considered the children's attitudes and beliefs about drug use and drug users To have considered strategies to resist drug use <p><u>SCIENCE UNIT – ANIMALS, INCLUDING HUMANS (Y5)</u></p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals describe the changes as humans develop to old age 	<ul style="list-style-type: none"> To know about a range of legal and illegal drugs To have some understanding of the effects and risks of illegal drugs To explore attitudes to drug use To understand that all sorts of people may misuse drugs To challenge myths about drug use To know a range of skills to resist peer pressure To develop some assertiveness skills Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. 	<p>hair, underarm hair, sexual feelings, penis, testicles, vagina, vulva, masturbation</p> <p>Legal, illegal, alcohol, medicine, nicotine, caffeine, solvents, volatile substance, cannabis, stimulant, depressant, hallucinogen, stereotypes</p>
Y6	<p><u>CHRISTOPHER WINTER UNIT – PUBERTY, RELATIONSHIPS AND REPRODUCTION</u></p> <ul style="list-style-type: none"> To consider puberty and reproduction Consider physical & emotional behaviour in relationships To explore the process of conception and pregnancy To explore positive and negative ways of communicating in a relationship <p><u>CHRISTOPHER WINTER UNIT – PREVENTING EARLY USE</u></p> <ul style="list-style-type: none"> To understand the effects, risks and law relating to cannabis To understand the risk of volatile substance abuse (VSA) To be aware of the options for getting help, advice and support <p><u>SCIENCE UNIT – ANIMALS, INCLUDING HUMANS (Y6)</u></p> <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans 	<ul style="list-style-type: none"> Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence Discuss different types of adult relationships with confidence Know what form of touching is appropriate Describe the decisions that have to be made before having a baby Know some basic facts about pregnancy and conception To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong To know what effect cannabis can have on your health and life To know the legal consequences of using cannabis To know the effects and risks of volatile substance abuse To know how to get and to give help To have practised communicating with adults To know how to access help and support Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body 	<p>Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety, penis, testicles, vagina, vulva</p> <p>Cannabis, volatile substances, accident, dangerous, unconscious, breathing, choking, sniffing, inhaling, recovery, first aid, emergency</p>