

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

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

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

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