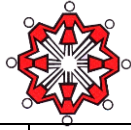




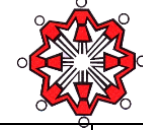
# St. Benedict's Primary School PSHE Overview 2019-2020



	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 1</b>	<p><b>Enchanted Woodlands</b> Science - plants</p> <p>Suggest how they could make a positive contribution to their class, school or community. <b>PSHE 5b</b> Feel positive about themselves.</p> <p>Suggest how they could make a positive contribution to their class, school or community. <b>PSHE 2g</b> Know what improves and harms their local, natural and built environments and about some of the ways people look after them.</p>	<p><b>Bright Lights</b> <b>Big City</b> Geography - The UK, maps and direction</p> <p>Begin to give simple reasons for own views/opinions. <b>PSHE 5e</b> Meet and talk with people (e.g. with outside visitors such as religious leaders, police officers, the school nurse).</p>	<p><b>Superheroes</b> PE Fantasy and real heroes. Take part in group play or conversations, recognising what they like/dislike. <b>PSHE 1a</b> Recognise what they like and dislike, what is fair and unfair, and what is right and wrong.</p> <p>Take part in group play or conversations recognising what they like/dislike. <b>PSHE 1b</b> Share their opinions on things that matter to them and explain their views.</p> <p>Take part in group play or conversations, recognising what they like/dislike. <b>PSHE 3g</b> Know rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.</p> <p><b>PSHE 1a</b> Recognise what they like and dislike, what is fair and unfair, and what is right and wrong.</p>	<p><b>Beachcombers</b> Science - seashore</p> <p>Identify how their local environment can be harmed and improved. <b>PSHE 2g</b> Know what improves and harms their local, natural and built environments and about some of the ways people look after them.</p>	<p><b>Paws Claws and Whiskers</b> Art and Design animals and their features</p> <p><b>PSHE 2e</b> Realise that people and other living things have needs, and that they have responsibilities to meet them.</p> <p><b>Rights Respecting:</b> Global Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</p>	<p><b>Dinosaur Planet</b> History - dinosaurs and fossils</p> <p><b>Rights Respecting:</b> Global Goal 5: Achieve gender equality and empower all women and girls</p>



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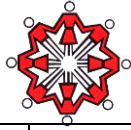
			<p>Suggest how they could make a positive contribution to their class, school or community.</p> <p><b>PSHE 2c</b> Recognise choices they can make, and recognise the difference between right and wrong.</p> <p>Suggest how they could make a positive contribution to their class, school or community. <b>PSHE 2h</b> Contribute to the life of the class and school.</p>			
<b>Year 2</b>	<p><b>Street Detectives</b> Geography - exploring the local community</p> <p>Share their views and opinions on things which matter to them, providing some evidence to support, such as gathered relevant information and data.</p> <p><b>PSHE 2f</b> Recognise that they belong to various groups and communities, such as family and school.</p> <p>PSHE 2g Know what improves and harms their local, natural and built environments and about some of the ways people look after them.</p>	<p><b>Land Ahoy</b> Geography Captain Cook, boats and sea rescues</p> <p><b>Rights Respecting:</b> Global Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p>	<p><b>Scented Gardens</b> Science - flowers and their parts, growing things</p> <p>Explain how their actions have consequences for themselves and others.</p> <p><b>PSHE 2e</b> Realise that people and other living things have needs, and that they have responsibilities to meet them.</p>	<p><b>Towers, Tunnels and Turrets</b> D&amp;T/History Castles, towers and tunnels.</p> <p>Explain how their actions have consequences for themselves and others.</p> <p><b>PSHE 5g</b> Consider social and moral dilemmas that they come across in everyday life.</p> <p><b>En SL 2, 5, 9</b></p>	<p><b>Muck, Mess and Mixtures</b> Science/Art Materials and their properties through art</p> <p><b>Rights Respecting:</b> Global Goal 3: Ensure healthy lives and promote well-being for all at all ages</p>	<p><b>Wriggle and Crawl</b> Science - minibeasts and their habitats</p> <p>Talk about what they are good at and things that they find difficult. Feel positive about themselves (e.g. by having their achievements recognised and by being given positive feedback about themselves).</p> <p><b>En SL 9; En W C 1d</b></p>



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<p><b>Year 3</b></p>	<p><b>Heroes and Villains</b> Music, moral dilemmas</p> <p>Present their views and opinions with some explanation, beginning to formulate questions</p> <p><b>PSHE 2e</b> Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</p> <p>Describe ways of resisting negative peer pressure around issues, such as bullying, which affect their health and wellbeing.</p> <p><b>PSHE 5g</b> Consider social and moral dilemmas that they come across in life (e.g. encouraging respect and understanding between different races and dealing with harassment).</p> <p>Make positive comments about themselves and others.</p> <p><b>PSHE 4b</b> Think about the lives of people living in other places and times, and people with different values and customs. Make positive comments about themselves and others.</p> <p><b>PSHE 1b</b> Recognise their worth as individuals by identifying positive</p>	<p><b>Predator</b> Science food chains, fossils and predatory plants</p> <p><b>Rights Respecting</b> Global Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</p>	<p><b>Tremors</b> Geography /History - natural disasters, earthquakes and volcanoes</p> <p>Ask and answer questions, giving a view on a local (or world) issue.</p> <p><b>PSHE 2a</b> Research, discuss and debate topical issues, problems and events.</p>	<p><b>Mighty Metals</b> Science - materials, forces, magnets and robots</p>	<p><b>Scrumdiddlyumptious!</b> D&amp;T - Food, nutrition and cooking</p> <p><b>Right Respecting</b> Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy Global Goal 3: Ensure healthy lives and promote well-being for all at all ages</p>	<p><b>Tribal Tales</b> History- Stone Age, Bronze Age and Iron Age history</p> <p>PSHE 5b Feel positive about themselves [e.g. by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take].</p> <p>PSHE 4b Think about the lives of people living in other places and times, and people with different values and customs.</p> <p>Demonstrate sensitivity and understanding of people with different values, customs and cultures. <b>PSHE 4b</b> Think about the lives of people living in other places and times, and people with</p>
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	<p>things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</p> <p>Present their views and opinions with some explanation, beginning to formulate questions. <b>PSHE 2a</b> Research, discuss and debate topical issues, problems and events</p> <p>Recognise things they are good at and identify simple goals.</p> <p><b>PSHE 1b</b> Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p>					different values and customs.
<b>Year 4</b>	<p><b>I Am Warrior</b> The Roman Empire</p> <p>Identify positive ways to face new challenges, applying knowledge creatively.</p> <p><b>PSHE 1b</b> Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p>	<p><b>Potions</b> Solids, Liquids and Gas</p> <p>Rights Respecting</p>	<p><b>Traders and Raiders</b> Here come the Saxons</p> <p>Rights Respecting</p>	<p><b>Burps, Bottoms and Bile</b> Inside your Body</p> <p>Identify some factors that affect emotional health and well-being (e.g. exercise or dealing with emotions).</p> <p><b>PSHE 3b</b> Recognise that bacteria and viruses can affect health and that</p>	<p><b>Misty Mountain Sierra</b> Mighty Mountains</p> <p>Identify positive ways to face new challenges, applying knowledge creatively</p> <p>Face new challenges positively by collecting information, looking for help,</p>	<p><b>Blue Abyss</b> The Ocean World</p> <p>Rights Respecting</p>



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	<p>PSHE 1b Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p>			<p>following simple, safe routines can reduce their spread.</p> <p>Identify some factors that affect emotional health and well-being (e.g. exercise or dealing with emotions).</p> <p>Know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.</p>	<p>making responsible choices, and taking action</p> <p>Assess and manage risks associated with personal lifestyle and activity choices; trying new ideas, facing challenges safely and recognising what is dangerous.</p> <p>Know where individuals, families and groups can get help and support.</p>	
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