



The Globe Primary Academy Termly Overview of PHSE 2021-22

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
R	<p>Topic - Once Upon a Time Links with behaviour of story characters.</p> <p>I'm learning to follow the rules and I don't usually need an adult to remind me of the rules I'm beginning to talk with others to solve conflicts.</p> <p>To talk with others about how I'm feeling using words such as happy, sad, angry, worried.</p> <p>I'm beginning to see how others might be feeling.</p> <p>I play with one or more children</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>I manage my own needs</p> <p>I'm usually clean and dry during the day.</p> <p>I'm beginning to show resilience and perseverance. (links to DT bridge/tower)</p> <p>Zones of Regulation Introduced - what the colours mean</p>	<p>Topics - Awesome Autumn (mini 2 week topic) then Twinkle, Twinkle, Little Star</p> <p>I build constructive and respectful relationships.</p> <p>I'm beginning to self-assess my work</p> <p>I can accept the majority wins when voting.</p> <p>I'm beginning to follow the Rules for the Pool.</p> <p>I can usually moderate my own feelings socially and emotionally.</p> <p>I beginning to think about the perspectives and feelings of others and starting to act upon this.</p> <p>Events -Remembrance Day</p> <p>Key Text - Star in a Jar - how to be a good friend.</p> <p>Zones of Regulation Introduced - how I fit into the zones. It's ok to have feelings</p>	<p>Topic - People Are Amazing Links with overcoming difficulties, showing perseverance and resilience, working as a team and helping people.</p> <p>I can show resilience and perseverance in the face of challenge. (Links to Record breaking, setting own challenges).</p> <p>I make choices that keep myself safe including following rules. (fire, road crossing, stranger danger).</p> <p>I can set and work towards simple goals.</p> <p>Events - mental Health Week, Safer Internet Day, Record Challenges</p> <p>Zones of Regulation - what strategies I can use to get me back to the Green Zone</p>	<p>Topic - When I grow up I want to be.... Links with being healthy</p> <p>I make choices that keep myself healthy.</p> <p>I can talk about some of the ways I manage/regulate myself now and can compare it to when I was a baby.</p> <p>SRE</p> <ul style="list-style-type: none"> To understand why hygiene is important. To identify how we can keep ourselves clean. To discuss who makes up our families. To understand that family and friends care for each other <p>I can talk about how I can manage/regulate myself at home, in school, at a friend's house etc.</p> <p>I can work in a team in a variety of situations e.g. PE</p> <p>Zones of Regulation - what strategies I can use to get me back to the Green Zone continued in different circumstances</p>	<p>Topic - What a Wonderful World Links with seeing themselves as part of a community, actions affecting other living things.</p> <p>I can talk about how others might be feeling.</p> <p>I can tolerate others having a different opinion to me.</p> <p>I can offer to help others with skills.</p> <p>I can accept help from others.</p> <p>Zones of Regulation - recognising others place in the zones. What can we do to help?</p>	<p>Topic - Lights, Camera, Action! <u>Links to having and voicing opinions in a way that is constructive</u></p> <p>I give and follow instructions to help my friends (eg links to performing)</p> <p>I comment appropriately about other's work/actions (links to Talent Shows, analysing performances etc)</p> <p>I help other people feel confident.</p> <p>I am a good role model.</p> <p>I can work in a team to (2/3 like minded children) eg when making, playing, performing, solving problems.</p> <p>Transition</p> <p>I can talk about my feelings about transition. I know that it's ok to feel these and if I need to, I will ask questions to find out more.</p> <p>SRE</p> <ul style="list-style-type: none"> To appreciate and value their body, its capabilities and uniqueness. <p>Revisit Peer on peer abuse topic from Autumn term</p>
Year 1 / 2 A Communication Feelings Secrets	<ul style="list-style-type: none"> To communicate their feelings to others, to recognise how others show feelings and how to respond - linking back to their learning in the previous year in 	<ul style="list-style-type: none"> To offer constructive support and feedback to others. 	<ul style="list-style-type: none"> Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online 	<ul style="list-style-type: none"> Ways in which they are all unique; understand that there has never been and will never be another 'them'. 	<ul style="list-style-type: none"> What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, 	<ul style="list-style-type: none"> To identify and respect the differences and similarities between people. To identify their special people (family, friends, carers), what



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<p>Fair Unfair Discussion Co-operatively Feedback Acceptable E-Safety Responsibility Privacy Respecting Self-Regulation Zones of Regulation Emotions Community Protecting Healthy Lifestyle Likes Dislikes Personal</p>	<p>regards to zones of regulation</p> <ul style="list-style-type: none"> 7th February celebrating and learning about mental health week To recognise that their behaviour can affect other people. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. To recognise what is fair and unfair, kind and unkind, what is right and wrong. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). 	<ul style="list-style-type: none"> To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. To understand what bullying is and who to talk to if the children have any issues. Celebrating odd socks day and anti bullying week (15th -19th November). To understand what a bystander is and the importance of not being one. 	<p>safety day 8th February, focusing on peer on peer abuse. Looking at PANTS means private - This is addressed in the Autumn term and then revisited again in the Summer term. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p> <ul style="list-style-type: none"> What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy. To look at the differences between then and now (Victorians) to discreetly discuss how men and women were treated differently. 	<ul style="list-style-type: none"> Ways in which we are the same as all other people; what we have in common with everyone else. About the 'special people' who work in their community and who are responsible for looking after them and protecting them. To celebrate Autism Awareness Week - 28th March - celebrating our differences and what makes us unique <p>First Aid</p> <ul style="list-style-type: none"> how people contact those special people when they need their help, including dialling 999 in an emergency. 	<p>rest, healthy eating and dental health.</p> <ul style="list-style-type: none"> To recognise what they like and dislike, how to make informed choices that improve their physical and emotional health. To think about themselves, celebrate their strengths and set simple but challenging goals. The importance of, and how to, maintain personal hygiene. 	<p>makes them special and how special people should care for one another.</p> <p>SRE</p> <p>Year 1:</p> <ul style="list-style-type: none"> To know what keeps us healthy including the importance of sleep, exercise and what we eat. To look at how we can stay clean. To identify how we grow and change as humans. To look at our families and who cares for us. <p>Year 2:</p> <ul style="list-style-type: none"> To identify differences between boys and girls. To understand differences between males and females. To be able to identify the different body parts. To understand the changes that take place as we grow older. <p>Revisit Peer on peer abuse topic from Autumn term</p>
<p>Year 1 / 2 B</p> <p>Communication Feelings Secrets Fair Unfair Discussion Co-operatively</p>	<ul style="list-style-type: none"> To communicate their feelings to others, to recognise how others show feelings and how to respond. linking back to their learning in the previous year in regards to zones of regulation 7th February celebrating and learning about mental health week 	<ul style="list-style-type: none"> That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). To recognise when people are being 	<ul style="list-style-type: none"> Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety online safety day 8th February focusing on peer on peer abuse PANTS 	<ul style="list-style-type: none"> That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and 	<ul style="list-style-type: none"> How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop 	<ul style="list-style-type: none"> To identify and respect the differences and similarities between people. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. <p>(REPEATED DUE TO IMPORTANCE OF REMINDING CHILDREN ABOUT THIS</p>



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Feedback Acceptable E-Safety Responsibility Privacy Respecting Self-Regulation Zones of Regulation Emotions Community Protecting Healthy Lifestyle Likes Dislikes Personal	<ul style="list-style-type: none">• To recognise that their behaviour can affect other people.• The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.• To recognise what is fair and unfair, kind and unkind, what is right and wrong.• To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.• To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). <p>(REPEATED DUE TO IMPORTANCE OF REMINDING CHILDREN ABOUT THIS EACH YEAR).</p>	<ul style="list-style-type: none">• unkind either to them or others, how to respond, who to tell and what to say.• To understand what bullying is and who to talk to if the children have any issues.• Celebrating odd socks day and anti bullying week (15th -19th November).• To understand what a bystander is and the importance of not being one.	<p>means private - This is addressed in the Autumn term and then revisited again in the Summer term. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p> <ul style="list-style-type: none">• What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy. <p>(REPEATED DUE TO IMPORTANCE OF REMINDING CHILDREN ABOUT THIS EACH YEAR).</p>	<p>understand the need to return things that have been borrowed).</p> <ul style="list-style-type: none">• That they belong to different groups and communities such as family and school.• To celebrate Autism Awareness Week - 28th March - celebrating our differences and what makes us unique <p>First Aid</p> <ul style="list-style-type: none">• how people contact those special people when they need their help, including dialling 999 in an emergency.	<p>simple skills to help prevent diseases spreading.</p> <ul style="list-style-type: none">• That household products, including medicines, can be harmful if not used properly. <p>The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.</p>	<p>EACH YEAR).</p> <p>SRE</p> <p>Year 1:</p> <ul style="list-style-type: none">• To know what keeps us healthy including the importance of sleep, exercise and what we eat.• To look at how we can stay clean.• To identify how we grow and change as humans.• To look at our families and who cares for us. <p>Year 2:</p> <ul style="list-style-type: none">• To identify differences between boys and girls.• To understand differences between males and females.• To be able to identify the different body parts. <p>To understand the changes that take place as we grow older.</p> <p>Revisit Peer on peer abuse topic from Autumn term</p>
Year 3 Marriage Commitment Choices Debate Democracy Rules Safety Independence Responsibility Zones of Regulation Self-Regulation Risks Resilience Healthy Human rights privacy	<p>Marriage</p> <ul style="list-style-type: none">• That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.• That marriage is a commitment freely entered into by both people that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.• That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.• That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.		<p>Wider World</p> <ul style="list-style-type: none">• To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.• That these universal rights are there to protect everyone and have priority both over national law and family and community practices. <p>Wider World</p> <ul style="list-style-type: none">• To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.• Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.• To celebrate Autism Awareness Week - 28th March - celebrating our differences and what makes us unique.	<p>Physical Health and Hygiene</p> <ul style="list-style-type: none">• What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.• To think about themselves, celebrate their strengths and set simple but challenging goals.• To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their	<p>Safety</p> <ul style="list-style-type: none">• Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety day 8th February „ focusing on peer on peer abuse Antibullying and kindness and the idea of spreading one kind word a day. This is addressed in the Autumn term and then revisited again in the Summer term. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.• About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.	



	<p>(N.B - This can be taught through Christianity in RE)</p> <p><u>Relationships</u></p> <ul style="list-style-type: none"> To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To offer constructive support and feedback to others. To communicate their feelings to others, to recognise how others show feelings and how to respond. linking back to their learning in the previous year in regards to zones of regulation 7th February celebrating and learning about mental health week To recognise that their behaviour can affect other people. To understand what bullying is and who to talk to if the children have any issues. Celebrating odd socks day and anti bullying week (15th -19th November). To look at different types of bullying. Focus on cyber bullying (online gaming) and sexism. To understand what a bystander is and the importance of not being one. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). To identify and respect the differences and similarities between people. <p>Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p>		<p><u>First Aid</u></p> <ul style="list-style-type: none"> Calling for help Head bumps Allergies Bites and Stings 	<p>choices and the benefits of eating a balanced diet.</p> <ul style="list-style-type: none"> What positively and negatively affects their physical, mental and emotional health. 	<ul style="list-style-type: none"> To differentiate between the terms, 'risk', 'danger' and 'hazard'. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. <p><u>SRE</u></p> <ul style="list-style-type: none"> To identify differences between male and females. To understand what personal space is. To know what rights they have over their body and understand the concept of consent To begin to make informed choices about what makes a 'balanced lifestyle' To understand the importance that sleep plays on physical, mental and emotional health.
<p>Year 4</p> <p>Co-operatively</p> <p>Communicate</p> <p>Feelings</p> <p>Risks</p> <p>Responsibility</p> <p>Acceptable</p> <p>Unacceptable</p> <p>Marriage</p> <p>Cultural</p> <p>Ethnic</p> <p>Diversity</p> <p>Strengths</p>	<p><u>Relationships</u></p> <ul style="list-style-type: none"> To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To offer constructive support and feedback to others. To communicate their feelings to others, to recognise how others show feelings and how to respond. linking back to their learning 	<p><u>Safety</u></p> <ul style="list-style-type: none"> Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety day 8th February,, focusing on peer on peer abuse. Looking at when Friends abuse your trust, 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; to be aware of different types of relationship, including marriage and those between friends and families, and to develop 	<p><u>Physical Health and Hygiene</u></p> <ul style="list-style-type: none"> What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. To think about themselves, celebrate their strengths and set simple but challenging goals. What positively and 	<p><u>Wider World</u></p> <ul style="list-style-type: none"> That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. What being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. To consider the lives of people living in other places, and people with



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Goals Mental Emotional Zones of Regulation Self-regulation	<p>in the previous year in regards to zones of regulation</p> <ul style="list-style-type: none">7th February celebrating and learning about mental health weekTo recognise that their behaviour can affect other people.Recap what bullying is and who to talk to if the children have any issues. Re-inforce steps to take if cyber bullying occurs Celebrating odd socks day and anti bullying week (15th -19th November).To look at different types of bullying. Focus on racism and prejudicial behaviourTo revisit what a bystander is and the importance of not being one.That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).To identify and respect the differences and similarities between people.Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.To recognise and manage	<p>what this might look like and ways to cope with it. What to do should this occur - This is addressed in the Autumn term and then revisited again in the Summer term.</p> <ul style="list-style-type: none">To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.	<p>the skills to be effective in relationships;</p> <ul style="list-style-type: none">that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.understand that in risky or dangerous situations that it is better to tell someone about it than threaten to tell.	<p>negatively affects their physical, mental and emotional health.</p> <p>First Aid</p> <ul style="list-style-type: none">Calling for helpHead bumpsAsthma	<p>different values and customs.</p> <ul style="list-style-type: none">To celebrate Autism Awareness Week - 28th March - celebrating our differences and what makes us unique <p>SRE</p> <ul style="list-style-type: none">To begin to use scientific names for male and female body parts and understand why these are important for human reproduction.To begin to understand what puberty is and how this changes boys and girls bodies differently.To understand that there are many different types of relationships and families. <p>Revisit Peer on peer abuse topic from Autumn term</p>
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<div>Year 5</div> <div>Co-operatively</div> <div>Constructive</div> <div>Communicate</div> <div>Behaviour</div> <div>Bullying</div> <div>Feelings</div> <div>Respect</div> <div>Strategies</div> <div>Physically</div> <div>Emotionally</div> <div>Unacceptable</div> <div>Healthy</div> <div>Unhealthy</div> <div>Lifestyle</div> <div>Zone of regulation</div> <div>Self-regulation</div>	<div>Relationships</div> <div><ul style="list-style-type: none">To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).To offer constructive support and feedback to others.To communicate their feelings to others, to recognise how others show feelings and how to respond. linking back to their learning in the previous year in regards to zones of regulation</div> <div>7th February celebrating and learning about mental health week</div> <div><ul style="list-style-type: none">To recognise that their behaviour can affect other people. To celebrate Autism Awareness Week - 28th March - celebrating our differences and what makes us uniqueRecap what bullying is and who to talk to if the children have any issues. Re-visit cyber bullying and racism. Celebrating odd socks day and anti bullying week (15th -19th November).To look at different types of bullying. Focus on cyber bullying (social media) and homophobia.To revisit what a bystander is and the importance of not being one.That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).To identify and respect the differences and similarities between people.Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</div>	<div>Safety</div> <div>Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety day 8th February focusing on peer on peer abuse. Focusing on - the difference between banter and being unkind, appropriate touch, consent with touch, saying no Looking at how to respond and what to do should this occur - This is addressed in the Autumn term and then revisited again in the Summer term.</div> <div>Feeling</div> <div><ul style="list-style-type: none">How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</div> <div>First Aid</div> <div><ul style="list-style-type: none">Calling for helpHead bumpsBleeding</div>	<div>Physical Health and Hygiene</div> <div><ul style="list-style-type: none">What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.To think about themselves, celebrate their strengths and set simple but challenging goals.What positively and negatively affects their physical, mental and emotional health.</div> <div>SRE</div> <div><ul style="list-style-type: none">To understand how puberty can impact personal hygiene.To understand why we need to change our habits and routines as we get older</div> <div>Revisit Peer on peer abuse topic from Autumn term</div>	
<div>Year 6</div> <div>Co-operatively</div> <div>Constructive</div> <div>Feedback</div> <div>Bullying</div> <div>Unacceptable</div> <div>Physically</div> <div>Mentally</div> <div>Communicate</div> <div>Respect</div> <div>Transitions</div> <div>Healthy</div> <div>Unhealthy</div> <div>Safety</div>	<div>Relationships</div> <div><ul style="list-style-type: none">To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).To offer constructive support and feedback to others.To communicate their feelings to others, to recognise how others show feelings and how to respond. linking back to their learning in the previous year in regards to zones of regulation</div> <div>7th February celebrating and learning about mental health week</div> <div><ul style="list-style-type: none">To recognise that their behaviour can affect other people.Recap what bullying is and who to talk to if the children have any issues. Re-visit racism and all prejudicial behaviour, including homophobia - Celebrating odd socks</div>	<div>Safety</div> <div><ul style="list-style-type: none">Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety day 8th February focusing on cyber peer on peer abuse. Looking at how to respond and what to do should this occur - This is addressed in the Autumn term and then revisited again in the Summer term - Focusing on Peer pressure, cyber bullying and homophobic language.As well as this, road safety, cycle safety and safety in the environment, rail, water and fire safety.Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</div>	<div>Wider World</div> <div><ul style="list-style-type: none">To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.What is meant by enterprise and begin to develop enterprise skills.To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</div>	



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<p>Goals Reality Conflict Disputes Zones of Regulation Self-regulation</p>	<p>day and anti bullying week (15th -19th November).</p> <ul style="list-style-type: none"> Revisit cyber bullying (focus on social media) To learn about how bullying can impact an individual's mental health. To revisit what a bystander is and the importance of not being one. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). To identify and respect the differences and similarities between people. Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. 	<ul style="list-style-type: none"> That bacteria and viruses can affect health and that following simple routines can reduce their spread. Strategies for keeping physically and emotionally safe including road safety (including cycle safety), and safety in the environment (including rail, water and fire safety) The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.). How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. <p>First Aid</p> <ul style="list-style-type: none"> Calling for help Head bumps Choking 	<ul style="list-style-type: none"> To celebrate Autism Awareness Week - 28th March - celebrating our differences and what makes us unique <p>Identity</p> <ul style="list-style-type: none"> To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To recognise and challenge stereotypes. <p>SRE</p> <ul style="list-style-type: none"> To understand the different ways that puberty can affect us emotionally. To understand the influences around us that affect body image and the way we see ourselves. To understand what defines a loving relationship and that there are many different types of relationships. To understand what a sexual relationship is and who can have a sexual relationship. To be able to describe the process of human reproduction from conception to birth. <p>Revisit Peer on peer abuse topic from Autumn term</p> <p>Summer link to science</p> <p>Physical Health and Hygiene</p> <ul style="list-style-type: none"> What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. To think about themselves, celebrate their strengths and set simple but challenging goals. What positively and negatively affects their physical, mental and emotional health.
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Key:

Purple = safety and peer on peer abuse

Red = feelings and the zones of regulation

Yellow = first aid and calling for help

Blue = SRE



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<u>PSHCE Weeks we celebrate</u>	
<u>15-19th November</u>	<u>Anti bullying week</u>
<u>8th February</u>	<u>Online Safety day</u>
<u>7th - 13th February</u>	<u>Mental Health</u>
<u>28th March</u>	<u>Autism Awareness</u>