



## PSHE - SEAL CURRICULUM OVERVIEW 2016-17

	AUTUMN 1	AUTUMN 2	SPIRNG 1	SPRING 2	SUMMER 1	SUMMER 2
THEME	NEW BEGINNINGS	GETTING ON & FALLING OUT	GOING FOR GOALS	GOOD TO BE ME	RELATIONSHIPS	CHANGES
SEAL theme and topics covered:	•Getting to know each other •Rights and responsibilities •The class charter •Creating a community •Joining a new group •Feeling welcome and welcoming others • Belonging •Gifts and Talents	<ul> <li>Co-operation</li> <li>Friendship and working together</li> <li>Understanding and managing feelings</li> <li>Conflict resolution and problem solving</li> <li>Active listening</li> <li>Making and sustaining friendships</li> <li>Seeing things from another point of view</li> <li>What is bullying? (key messages, witnesses/ bystanders, the bully and the bullied)</li> <li>Creating a safe school</li> <li>Becoming a 'telling' school</li> </ul>	<ul> <li>Motivation</li> <li>Persistence and perseverance</li> <li>Dealing with</li> <li>frustrations and boredom</li> <li>Role models</li> <li>Overcoming obstacles to success</li> <li>Excuses, taking responsibility</li> <li>Understanding/knowing myself</li> <li>Knowing how I learn best - learning styles</li> <li>Giving feedback about work and behaviour</li> <li>Breaking long-term goals down into small steps •New Year</li> <li>Resolutions •Weighing up the consequences</li> <li>Scaling - as a way of monitoring progress</li> <li>Making choices</li> <li>Taking risks</li> </ul>	Feeling excited •Calming down: relaxing •Feeling good about myself: feeling proud •Standing up for myself: assertiveness •Our gifts and talents •Impulsive v thoughtful behaviour •Feeling surprised •Fight or flight •Proud v boastful •Agreeing and disagreeing	<ul> <li>Understanding my uncomfortable feelings</li> <li>proud, jealous, loved, cared for, fair and unfair, loneliness, guilt, embarrassment</li> <li>People who are important to us</li> <li>Dealing with our hurt feelings without hurting others</li> <li>Loss and bereavement</li> <li>Leaving home</li> <li>Dealing with feelings of guilt</li> <li>Making amends</li> <li>Sticks and stones</li> <li>Breaking friendships</li> <li>Forgiveness</li> </ul>	•Transition and change over time •Welcome and unwelcome changes •Making a plan to bring about change •Understanding individual differences in our responses to change •Saying goodbye and moving on
			Possible learning			
FOUNDATION	SEAL: Develop a sense of belonging. Awareness of class rules. Managing own feelings.	SEAL: Friendship & co- operation. Understanding feelings.	SEAL: Understanding self. Setting own goals.	SEAL: Standing up for self. Understanding & managing own feelings.	SEAL: Understanding fair & unfair. Understanding & managing own feelings.	SEAL: Dealing with change. How they have changed.

	Understanding what makes a good a friend.				Respecting other people's opinions, listening and respecting others point of view.	
KS1	BELONGING	GETTING ON &	GOING FOR GOALS	GOOD TO BE ME	RELATIONSHIPS	CHANGES
	Children will be taught:	FALLING OUT	1c) to recognise, name	1c) to recognise, name	1a) to recognise what	1b) to share their
	1a) to recognise what	1a) to recognise what they	and deal with their	and deal with their	they like and dislike,	opinions on things that
	they like and dislike,	like and dislike, what is	feelings in a positive	feelings in a positive	what is fair and unfair,	matter to them and
	what is fair and unfair,	fair and unfair, and what	way;	way;	and what is right and	explain their views;
	and what is right and	is right and	1d) to think about	4a) to recognise how	wrong;	1c) to recognise, name
	wrong;	wrong;	themselves, learn from	their behaviour affects	1b) to share their	and deal with feelings
	1b) to share their	1b) to share their opinions	their experiences and	other people;	opinions on things that	in a positive way;
	opinions on things that	on things that matter to	recognise what they are	4b) to listen to other	matter to them and	1d) to think about
	matter to them and	them and explain their	good at;	people, and play and	explain their views;	themselves, to learn
	explain their views;	views;	1e) to know how to set a	work cooperatively;	1c) to recognise, name	from their experiences
	1c) to recognise, name	1c) to recognise, name and	simple goal;	4d) that family and	and deal with feelings	and to recognise
	and deal with feelings in	deal with feelings in a	4a) to recognise how	friends should care for	in a positive way;	what they are good at;
	a positive way;	positive way;	their behaviour affects	each other;	1d) to think about	1e) how to set simple
	1d) to think about	1d) to think about	other people.		themselves, learn from	goals;
	themselves, learn from	themselves, learn from			their experiences and	2a) to take part in
	their experiences and	their experiences and			recognise what they	discussions with one
	recognise what they are	recognise what they are			are	other person and the
	good at;	good at;			good at;	whole class;
	1e) how to set simple	1e) how to set simple			2c) to recognise	2c) to recognise
	goals;	goals;			choices they can make,	choices they can make,
	2a) to take part in	2a) to take part in			and recognise the	and to recognise the
	discussions with one	discussions with one other			difference between	difference between
	other person and with	person and with the whole			right and	right and wrong;
	the whole class;	class;			wrong;	2f) that they belong to
	2b) to recognise choices	2c) to recognise choices			2d) to agree and follow	various groups and
	they can make, and the	they can make, and			rules for their group	communities, such as
	difference between	recognise the difference			and classroom, and	family and
	right and wrong;	between right and			understand how rules	school;
	2c) to agree and follow	wrong;			help	3d) about the process
	rules for their group	2h) to contribute to the			them;	of growing from young
	and classroom, and	life of the class and the			4a) to recognise how	to old and about how
	understand how rules	school;			their behaviour affects	people's
	help	4a) to recognise how their			other people;	needs change;
	them;	behaviour affects other			4b) to listen to other	4a) to recognise how
	2d) to realise that	people;			people, and play and	their behaviour affects

	people have needs, and	4b) to listen to other			work cooperatively;	other people;
	that they have	people, and play and work			4c) to identify and	4b) to listen to other
	responsibilities to meet	cooperatively;			respect the	people, and play and
	them;	4c) to identify and			differences and	work cooperatively;
	2e) that they belong to	respect the differences			similarities between	4c) to identify and
	various groups and	and similarities between			people;	respect the
	communities, such as	people;			4d) that family and	differences and
	family and school;	4d) that family and			friends should care for	similarities between
	2f) to contribute to the	friends should care for			each other;	people.
	life of the class and the	each other.			each officer,	people.
	school;	eden omer.				
	3a) to recognise how					
	their behaviour affects					
	other people;					
	3b) to listen to other					
	people, and play and					
	work cooperatively;					
	3c) to identify and					
	respect the differences					
	and similarities between					
	people;					
	3d) that family and					
	friends should care for					
	each other.					
KS2	BELONGING	GETTING ON &	GOING FOR GOALS	GOOD TO BE ME	RELATIONSHIPS	CHANGES
	Children will be taught:	FALLING OUT	1b) to recognise their	1d) to recognise, as they	1a) to talk and write	1a) to talk and write
	1a) to talk and write	1a) to recognise what they	worth as individuals, by	approach puberty, how	about their opinions,	about their opinions,
	about their opinions,	like and dislike, what is	identifying positive	people's emotions	and explain their views,	and explain their views,
	and explain their views,	fair and unfair, and what	things about themselves	change at that time	on issues that affect	on issues that
	on issues that affect	is right and	and their achievements,	and how to deal with	themselves and society;	affect themselves and
	themselves and society;	wrong;	seeing their mistakes,	their feelings towards	1b) to recognise their	society;
	1b) to recognise their	1b) to share their opinions	making amends and	themselves, their family	worth as individuals by	1b) to recognise their
	worth as individuals by	on things that matter to	setting personal	and others in a	identifying positive	worth as individuals by
	identifying positive	them and explain their	goals;	positive way;	things about	identifying positive
	things about themselves	views;	1c)to face new	2c) to realise the	themselves	things about
	and their achievements,	1c) to recognise, name and	challenges positively by	consequences of anti-	and their achievements,	themselves and their
	seeing their mistakes,	deal with feelings in a	collecting information,	social and aggressive	seeing their mistakes,	achievements, seeing
	making amends and	positive way;	looking for help, making	behaviours, such as	making amends and	their mistakes, making
	setting personal	1d) to think about	responsible choices and	bullying	setting personal	amends
	goals;	themselves, learn from	taking action;	and racism, on	goals;	and setting personal
	1c) to face new	their experiences and	2f) to resolve	individuals and	1c) to face new	goals;

 challenges positively by	recognise what they are	differences by looking	communities;	challenges positively by	1c) to face new
collecting information,	good at;	at alternatives, making	2e) to reflect on	collecting information,	challenges positively by
looking for help, making	1e) how to set simple	decisions and explaining	spiritual, moral, social	looking for help, making	collecting information,
responsible choices, and	goals;	choices;	and cultural issues,	responsible choices,	looking for help,
taking action;	2a) to take part in	3e)to recognise the	using imagination to	and taking action;	making responsible
2a) why and how rules	discussions with one other	different risks in	understand	2c) to realise the	choices, and taking
and laws are made and	person and with the whole	different situations and	other people's	consequences of	action;
enforced, why different	class;	then decide how to	experiences;	antisocial and	1d) to recognise, as
rules are needed in	2c) to recognise choices	behave	3e) to recognise the	aggressive behaviours,	they approach puberty,
different situations and	they can make, and	responsibly;	different risks in	such as bullying	how people's emotions
how to take part in	recognise the difference	4a)to recognise that	different situations and	and racism, on	change at
making and changing	between right and	their actions affect	then decide how to	individuals and	that time and how to
rules;	wrong;	themselves and others,	behave	communities;	deal with their feelings
2b) to realise the	2h) to contribute to the	to care about other	responsibly, including	2e) to reflect on	towards themselves,
consequences of	life of the class and the	people's feelings and to	judging what kind of	spiritual, moral, social	their family
antisocial and	school;	try to see things from	physical contact is	and cultural issues,	and others in a positive
aggressive behaviours,	4a) to recognise how their	their points of view.	acceptable or	using imagination to	way;
such as bullying	behaviour affects other	·	unacceptable;	understand	2e) to reflect on
and racism, on	people;		3f) that pressure to	other people's	spiritual, moral, social
individuals and	4b) to listen to other		behave in an	experiences;	and cultural issues,
communities;	people, and play and work		unacceptable or risky	2f) to resolve	using imagination to
2c) that there are	cooperatively;		way can come from a	differences by looking	understand other
different kinds of	4c) to identify and		variety of	at alternatives, making	people's experiences;
responsibilities, rights	respect the differences		sources, including people	decisions and explaining	2i) to appreciate the
and duties at home,	and similarities between		they know, and how to	choices;	range of national,
school and	people;		ask for help and use	4a) that their actions	regional, religious and
in the community, and	4d) that family and		basic	affect themselves and	ethnic identities in
that these can	friends should care for		techniques for resisting	others, to care about	the United Kingdom;
sometimes conflict with	each other. 4c) to be		pressure to do wrong;	other people's feelings	4a) that their actions
each other;	aware of different types		4a) that their actions	and to try to see things	affect themselves and
2d) to resolve	of relationship, including		affect themselves and	from their points of	others, to care about
differences by looking	marriage and those		others, to care about	view;	other people's
at alternatives, making	between		other people's feelings	4d) to realise the	feelings and to try to
decisions and explaining	friends and families, and		and to try to see things	nature and	see things from others'
choices; 3a) that their	to develop the skills to be		from their point of	consequences of	points of view;
actions affect	effective in relationships;		view;	racism, teasing, bullying	4b) to be aware of the
themselves and others,	4d) to realise the nature		4c) to be aware of	and aggressive	lives of people living in
to care about other	and consequences of		different types of	behaviours and how to	other places and times,
people's feelings	racism, teasing, bullying		relationship, including	respond to them and	and of
and to try and see	and aggressive		marriage and those	ask for help;	people with different
things from their points	behaviours and how to		between	4f) that differences	values and customs;

	of view; 3b) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.	respond to them and ask for help; 4e) to recognise and challenge stereotypes; 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.		friends and families, and to develop the skills to be effective in relationships; 4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.	and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;	4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.
EDUCATIONAL WEEKS		ANTI-BULLYING WEEK 14 <sup>th</sup> - 18 <sup>th</sup> November Friendships/Bullying E-Safety Black History Week Bonfire Night Human Rights Day	INTERNET SAFETY DAY	GLOBAL CITIZENS		FIT FOR LIFE
EDUCATIONAL VISITS/VISITOR		Visitor/Workshop	Marie Curie Cancer Daffodil day 1 <sup>st</sup> March 2017	Class link up with another school		