

PSHE & RSE Curriculum Overview



Overarching theme	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Autumn 1</p> <p>Becoming an Active Citizen</p>	<p>Settling in</p> <p>Building Relationships</p> <p>Golden Rules</p>	<p>Class Charter</p> <p>Express simple opinion, ask and answer questions. Play full part in life of classroom. - agree and follow rules. Role of the school council and the right to vote.</p> <p>All about Me Naming private body parts (inc. external genitalia).</p>	<p>Class Charter</p> <p>Discuss/debate topical issues. People and other living things have needs and I have responsibilities towards meeting those needs. Contribute positively to class and school life. Role of the school council and the right to vote and contribute ideas. Belonging to different groups and communities. What improves and harms the environment and know some ways to look after it.</p> <p>All about Me Body changes since birth.</p>	<p>Class Charter</p> <p>Participate in making and changing rules (different for different situations). Choices we make can impact local, national and global communities. Where to find impartial advice. Media bias. Empathy relating to topical issues.</p>	<p>Class Charter</p> <p>Acknowledge that others have different points of view. Why and how laws and rules are needed and enforced. Recognise aggressive and anti-social behaviour (inc. bullying and discrimination and its effects). Begin to recognise negative behaviours such as stereotyping, homophobia, transphobia and biphobia and racism. Resolve differences by respecting others points of view. Choices have an impact on the environment. Describe 'British Values' and those of the school. Demonstrate respect and tolerance both on and offline towards others.</p>	<p>Class Charter</p> <p>Democracy and how a democratic government works. Consequences of breaking the law and how the criminal system works in the UK. Circumstances in different countries and cultures may be different from own. Reasons for migration. What Fair Trade means. Choices we make as individuals, a community and a nation impact internationally. What 'poverty' means to different people? Media bias. Express my views and show respect for the views of others.</p>	<p>Class Charter</p> <p>How democracy works in the UK. Being part of a community. Mental health benefits of community participation. Demonstrate a sense of social justice and moral responsibility. Understand that everybody has human rights. Research, discuss and debate topical issues. Appreciate the range of national, regional, religious and ethnic identities in the UK. Benefits of being a multi-cultural nation. Positive and negative media presentations. Discuss controversial issues in a sensitive manner (e.g. terrorism, migration and racism).</p>
<p>Autumn 2</p> <p>Keeping Myself Safe (including on-line Safety & Drugs, alcohol, tobacco and wider risk taking behaviours)</p>	<p>Managing self</p> <p>Working Together</p> <p>Being Healthy</p>	<p>Role of medicines. Substances that can help or harm the body. The need for safety roles. Help and emergency services Balance time on and off line. Strangers on and off line. Rules against sharing private information. Understanding age restrictions!</p>	<p>Skills to maintain personal safety. Rules about medicines and other drugs. Understand that pressure to behave in an unsafe way can come from a range of people. Difference between secrets and surprises on and off line. Benefits of the internet. Balancing time and reducing risk on line. How people can behave differently online and sometimes mislead you.</p>	<p>Identify and manage risks on line and offline. Judgements and decision making. Techniques for resisting pressure to behave negatively. Safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc. I know basic school health and safety rules and how to get help if I need it. Adhering to age ratings of computer games. Reporting concerns with online issues.</p>	<p>Recognise, predict and assess risk both on and offline and know how to get help (risks in the home, road, farm, water, rail, online, electricity and personal safety). Call 999 in an emergency. Taking responsibility for behaviour and safety and realise actions have consequences. Strategies to cope with peer influence. Benefits of the internet and how to balance time - aware of age ratings of social media and computer games. Know that everything on the internet is not true and some things may be uncomfortable. Keep some information private in order to protect myself and realise that communications can be used for manipulation or persuasion.</p>	<p>Strategies to keep myself physically and emotionally safe (including road safety, cycle safety, online and safety in the local environment. I know which commonly available substances are legal and illegal and their effects and risks. Age restrictions and peer pressure. Online bullying. Present yourself safely online and understand potential risks. Strategies to protect personal information - passwords, addresses and images. Understand that those we communicate with might not be telling the truth and how to manage requests for images. Recognise that not all information is accurate or unbiased (media) and strategies for identifying origins of websites.</p>	<p>Taking responsibility for own safety (due to increased independence): aware of health and safety; basic emergency first aid procedures and where to get help (inc. 999). Respond to challenge and assess risk. Risk taking behaviours (medicines, alcohol, tobacco, e-cigarettes, drugs and other substances - discuss the term 'habit'). Pressure comes from a variety of sources (people I know, media, on-line etc). Select tools to communicate respectfully and safely. Awareness of online abuse such as trolling, bullying and harassment and the negative impact these can have on mental health. How the media can influence opinions and choices. How information and data can be shared and used online. How to manage requests for information or images that I know are inappropriate. Being a responsible mobile phone user.</p>

<p>Spring 1</p> <p>My Healthy Lifestyle (including Physical and Emotional Health and Wellbeing)</p>	<p>Managing self</p> <p>Likes and dislikes</p>	<p>Importance of personal hygiene. What 'physical and mental health' means. Knowing how to keep my body healthy. What I like and dislike and know how to improve my mental and emotional health. Talk about my emotions and recognise them in others. Happiness, resilience. How change can feel.</p>	<p>Knowing a healthy lifestyle includes being physically active, rest, eating healthily, sun protection and emotional health. How diseases are spread and controlled and my responsibilities towards that. Recognise range of feelings and how to manage them. Resilience.</p>	<p>Choices and habits relating to healthy lifestyle in order to improve physical health and mental well-being. Self-care techniques. Communicate feelings to others and listen and respond to others. Strategies for resilience. Why people can behave differently when they find change difficult.</p>	<p>Identify positive and negative factors that affect physical, mental and emotional health. Healthy diet - informed choices. How to reduce the risk of sun damage. Range of strategies for managing strong feelings. Resilience. Positivity about self and learning from mistakes. Changes</p>	<p>Healthy lifestyle including exercise, healthy eating, factors which affect mental health (inc. self-image). Oral hygiene. Recognising emotions in others. Intensity of feelings. Resilience. Resolving differences, exploring alternatives, making decisions and explaining choices. Feeling that arise due to change.</p>	<p>Managing own time to include regular exercise and selfcare techniques. Life choices relating to food. Impact of adolescence on hygiene, sleep and nutrition needs. Safe and unsafe exposure to the sun. Conflicting emotions. Medias effect on mental health i.e. body image. Change and resilience.</p>
<p>Spring 2</p> <p>Me & My Future (including Careers education and personal finances)</p>	<p>Self Regulation</p> <p>Going for Goals</p> <p>Respect</p>	<p>Recognising coins and notes, value and calculating change. Saving and spending. Describe my family, their jobs, my school and home.</p>	<p>Paying for things in a range of ways. Choices affect ourselves and others. Individuals and families find a way to balance needs and wants. Why learning is important. Positivity relating to myself. Stereotypes in relation to equal opportunities.</p>	<p>Handling money in everyday situations. Spending money and contributing to charity. Understanding there are different ways to gain money and that it is an infinite resource for individuals, institutions and the community. Understand why people do the jobs they do and can challenge stereotypes.</p>	<p>How to look after and save money. Understand that people have different financial situations (also different values and attitudes). Range of jobs done by people we know. Developing skills for work in the future. Learning choices affect future choices.</p>	<p>Decisions about saving, sending and giving. Difference between essentials and desires. Assess 'best buys' and 'value for money'. Rights and responsibilities with regards to treating people fairly in the workplace. Consider strengths and how to further develop skills. Making a good impression. Range of earnings and benefits from employment.</p>	<p>Online purchases, bank accounts and passwords. Careers and how they develop in different ways. Describe local business and services. Equality Act. How to keep self and others safe when in employment. Key qualities needed by employers. How money we earn supports the community.</p>
<p>Summer 1</p> <p>Me & My Relationships (inc. aspects of RSE)</p>	<p>Building Relationships</p>	<p>Types of relationships. Who looks after me. Cooperation, respect, sharing. Understanding loss. Online behaviour.</p>	<p>Healthy family life. Good and bad touching. Understanding stereotypes. Networks of support. Recognising negative behaviour.</p>	<p>Healthy relationships/family types (include same sex relationships). Online relationships and responsibilities. Acceptable and unacceptable physical contact. Difference between secrets and surprises. Recognise and challenge stereotypes. Empathy, valuing others, listening skills and respect. Managing fall outs and dealing with loss.</p>	<p>Recognise what love is. Demonstrate features of healthy relationships on and off line. Name and utilise my network of support. Recognise my worth and that of others. Respond appropriately to others.</p>	<p>Skills needed to maintain healthy relationship. Know how to respond safely and appropriately to adults. Boundaries in friendships. Confidence to challenge viewpoints.</p>	<p>Recognising risks on and off line. Stable loving relationships. Relationship changes over time. Strategies to resist pressure. Difference in aggressive and assertive behaviour. Resolving on and offline conflicts. Anti-social behaviours, challenging discrimination and understanding the consequences of hate crime.</p>
<p>Summer 2</p> <p>Me and My Body (including aspects of RSE)</p> <p>Transition (aspects of 'Me and my future')</p>	<p>Going for goals</p>	<p>Naming private body parts (inc. external genitalia). Setting goals Positive about self and abilities and achievements.</p>	<p>Body changes since birth. Identify positive achievements, identify strengths and areas for improvements - goal setting. Worries or excitement relating to moving to Junior School.</p>	<p>Review emotions and their triggers and recognise how to manage these. Identify positive achievements, identify strengths and areas for improvements - goal setting.</p>	<p>Body image. Changing range of emotions. Identify strengths, areas for improvement and set aspirations and goals.</p>	<p>Preventing spread of bacteria. How children grow and develop (physically and emotionally) in puberty. Managing my (menstruation) periods or be respectful of those that have to. Identify positive achievements and set goals.</p>	<p>Looking after my body and health. Human reproduction and conception. Reflect on Primary School. Explain what concerned about and looking forward to in Year 7.</p>