

PSHE & RSHE CURRICULUM FRAMEWORK: WHOLE SCHOOL OVERVIEW

Living in the Wider World		Health and Wellbeing			Relationships	
Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Area:	Core Values and community	#WWSafe	Digital literacy and Communication	Owning your choices	Positive Mental Health	Respectful Relationships and Sex Education
Year R See 'Development Matters' for full YR breakdown	<p>Getting to know your new class/ school</p> <p>Routines and expectations in the classroom/ school</p> <p>Making relationships</p>	<p>Personal Safety</p> <p>Using equipment safely (classroom, P.E, outdoors) Keeping safe in the outdoor learning area. Road Safety Keeping safe on school trips (St James Park Trip) Sun safety. What to do in emergency</p>	<p>How to safely use I.T in school – Safety tips</p> <p>How to use the laptops/ipads- logging on and off. Awareness of strangers online. Keeping personal information private.</p>	<p>It's O.K to be different... self-belief/trying new things How we are alike and different? Hobbies, interests and dislikes. Trying new things. Initiating own ideas and talking about them. Self-belief and resilience. Completing tasks</p>	<p>What are feelings?</p> <p>How do we show feelings? Talking about how they and others feel. Behaviour and consequences. Adjusting behavior to different situations (People who Help Us)</p>	<p>Looking after ourselves</p> <p>Understand ways we can look after ourselves. Understand basic hygiene routines and why it is important to keep clean. Recognise all families are different. PANTS- Stand up, speak out NSPCC workshops.</p>
Year 1	<p>How do we decide how to behave?</p> <p>School/Class values; respecting others' needs; positive behaviour; listening; feelings and bodies can be hurt. How do people make friends? How to ask for help if a friendship/ something else makes them unhappy.</p>	<p>How do we keep safe?</p> <p>Keeping safe in familiar /unfamiliar situations household products (including medicines) sun safety, who helps keep us safe; asking for help. Emergencies/accidents. Anti- bullying week</p>	<p>Staying Safe online</p> <p>Going places safely online. Searching online Private personal information online Creating work online Sending emails Not all information online is true.</p>	<p>What makes us special?</p> <p>Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities.</p> <p>Money</p> <p>What money is. How to save and spend money. Different jobs people have.</p>	<p>How do we feel?</p> <p>Different kinds of feelings; strategies to manage big feelings. What to do if you feel lonely.</p>	<p>Keeping ourselves clean and families</p> <p>Understand some basic hygiene principles To introduce the concept of growing and changing To explore different types of families and who to ask for help</p>
Year 2	<p>How can we help?</p> <p>Rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment. Golden rules and school values. Responsibilities within the community.</p>	<p>Safe and unsafe play.</p> <p>Different ways/ games to play. Recognising the importance of taking a break from technology/ T.V. What is bullying? Hurtful teasing/ bullying is wrong, what to do about bullying; unsafe secrets; Anti- bullying week. What makes a good friendship? How to resolve friendship difficulties.</p>	<p>Appropriate use of I.C.T</p> <p>Using appropriate websites Digital footprints What cyber bullying means and what you can do about it</p>	<p>How can we be healthy?</p> <p>Recognise what they are good at; set simple goals; growing and being more independent; Belonging to different groups. Things that keep bodies and minds healthy (activity, rest/sleep, food); healthy choices. Dental care. Things that go into and onto our bodies. How to look after money.</p>	<p>How do we show our feelings?</p> <p>Recognising how others are feeling; sharing feelings, feelings regarding change or loss; Preparing for change/ transition.</p>	<p>Differences, Personal Space and Families.</p> <p>Begin to understand the concept of gender stereotypes Identify differences between males and females and understand how this is part of the lifecycle Describe physical difference and name body parts</p>

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Year 3	<p>What makes a community? What it means to be in a community; groups and individuals that support the local community; Voluntary communities, Values and customs of people living around the world. Rights, respect and responsibility. Individuality: what does it mean including within the context of a community?</p>	<p>What can we do about bullying? Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe Keeping safe in the local environment; how to get help in an emergency. Anti- bullying week</p>	<p>Responsible use of ICT Powerful passwords The online Community Online Sales Being respectful online.</p>	<p>How can we keep physically healthy? What makes a balanced lifestyle; diet; good quality sleep, making choices; influences. What good physical health means. How to recognise early signs of physical illness. Oral hygiene. Basic medicines and first aid- common injuries, Inc. head injuries. Safety in the sun. Things that may not be so healthy: smoking, alcohol, energy drinks, caffeine & why people use them.</p>	<p>How can we describe our feelings? Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to other's feelings</p>	<p>Valuing Difference and Keeping Safe To explore the differences between males and females and to name the body parts Identify different types of touch that people like and do not like Understand personal space Talk about ways of dealing with unwanted touch To explore different types of families and who to go to for help and Support</p>
Year 4	<p>What is diversity? Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes, racism, prejudice and discrimination</p>	<p>What are we responsible for? Responsibilities; rights and duties at home; in school and the local environment; How can we keep safe in our local area? Managing risk in familiar situations & the local environment; how regulations & restriction promote personal safety and well- being; feeling negative pressure & managing this; recognising & managing dares; how actions affect themselves & others; people who help us stay healthy/safe Anti- bullying week</p>	<p>Responsible digital citizenship Being a good responsible digital citizen Protecting yourself online. Standing up to cyber bullying Safe and accurate searching when and how it is O.K to use the work of others.</p>	<p>How can we be a good friend? Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; independence, being a good friend,</p>	<p>Positive thinking strategies: The Humnculi Approach. Think good, feel good. (Paul Stallard) How we tackle worry Anger management. Mindfulness Breathing techniques (e.g. bear breathing) Yoga</p>	<p>Intro to puberty: Growing & Changing To explore the human lifecycle. Discuss male and female body parts using agreed words. Know some of the changes which happen to the body during puberty and explore how puberty is linked to reproduction</p>

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Year 5	<p>How do we manage our money? The role of money and ways of managing money: spending, saving. Finance and its role in people's lives; being a critical consumer, what is meant by interest, loan, debt, tax</p>	<p>What does discrimination mean? Actions can affect self and others; discrimination, Teasing/bullying, kind and unkind behaviour; stereotypes; differences and similarities between people; equalities. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p>	<p>Using I.C.T safely and effectively Creating secure passwords. Digital citizens pledge. Dealing with spam. Using I.C.T to support home learning About why someone may behave differently online, strategies for recognising risks, harmful content and contact; respectful behaviour online. Where to get help/ support if they are worried about online behaviour.</p>	<p>Healthy choices What makes a balanced lifestyle? Making choices, what is meant by a habit, drugs common to everyday life, the law and drugs, who is responsible for their health and well-being? Vaccinations, immunisations and medicines. Managing risk-influences and pressure. Drugs and alcohol. Messages in the media re drugs (e.g. vaping)</p>	<p>What is mental health and well-being? Mental Health definitions Signs of well-being Mental Health thermometer. Strategies for self-respect and looking after mental health Impact of challenging times on mental health. How money can impact mental health.</p>	<p>Puberty To explore the emotional and physical changes occurring in Puberty. Understand how puberty affects the reproductive organs. Describe how to manage physical and emotional changes. To explore the impact of puberty on the body and the importance of hygiene. Strategies to improve or support courteous, respectful relationships. Recognise different types of physical contact; what is acceptable/ unacceptable; strategies to respond to unwanted physical contact. To explore ways to get support</p>
Year 6	<p>What makes us enterprising? Options for the future Different ways of achieving and celebrating personal goals, high aspirations, growth mindset, setting up an enterprise; what enterprise means for work and society. Budgeting. That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) Jobs and Careers</p>	<p>Why and how laws are made? To recognise reasons for rules and laws; consequences of not adhering to rules and laws. Taking part in making and changing rules, importance of human rights, rights of the child, right to protect their bodies Including forced marriage) confidentiality and when to break a confidence.</p>	<p>Online relationships Talking safely online Being a super digital citizen Privacy rules Strategies for handling cyber bullying Media and stereotypes. That images in the media do not necessarily reflect reality. Recognise ways that the internet and social media can be used positively and negatively. Appropriate use of social media. Know how/ where to get support if an online relationship goes wrong.</p>	<p>Anti-Social Behaviour and Peer Pressure Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours. Gambling About the risks involved in gambling: and it's impact on health, wellbeing.</p>	<p>Anxiety & Building Resilience/ Coping strategies What is mental health? What does anxiety look like and feel like? What strategies can we use to help us/ build resilience? Coping with exam stress/ change. How to we help others suffering with anxiety? How does the news/ media affect our wellbeing/ anxiety?</p>	<p>Puberty, Relationships & Reproduction Describe how the body changes during puberty. Talk about puberty/reproduction with confidence. Consider physical & emotional behaviour in relationships. Describe decisions to be made before having a baby. Know some basic facts about pregnancy and conception. Different types of relationship. Explore positive/ negative ways of communicating in a relationship. Consent issue</p>

