

RFS- Planning & Progression: PSHE

RFS Curriculum

PSHE curriculum intent

At Redcastle Family School we understand the important role personal, social, health and economic education plays in helping our pupils develop the knowledge, skills and qualities they need to stay healthy, safe and prepared for life. We endeavour to ensure that every child who leaves our school feels confident in managing and regulating their own behaviour, in supporting others’ well being and having respect for people they meet. The PSHE curriculum we have developed (in line with the PSHE Association) is a core part of what we offer and runs alongside our school values and vision. It incorporates three themes, health and wellbeing, relationships and living in the wider world, within this the statutory elements of relationships and sex education are included.

- Core Theme of Health and Wellbeing:

Pupils learn about healthy lifestyles (physical wellbeing), mental health, ourselves, growing and changing, keeping safe, drugs, alcohol and tobacco.

- Core Theme of Relationships:

Pupils learn about families and close positive relationships, managing hurtful behaviour and bullying, safe relationships, respecting self and others.

- Core Theme of Living in the Wider World:

Pupils learn about shared responsibilities, communities, media literacy and digital resilience, economic well being: money, aspirations and careers.

The curriculum is designed in a spiral format enabling the knowledge and skills pupils are taught are revisited and reinforced each year. It reflects the universal need of all children to understand a broad range of issues as well as enabling us to focus on specific elements that use the knowledge of our own pupils’ needs. We teach PSHE through weekly discrete lessons and also within the wider curriculum, including through Computing, Science and PE. We ensure that teaching builds on prior learning and that it is relevant to our pupils’ lives and equips them with strategies and language they can use if they need help or support.

Throughout their time with us we will provide explicit and implicit learning opportunities and experiences which reflect our pupils’ increasing independence and physical and social awareness. We will help them to build on the skills they first start to acquire during the EYFS to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. We will give them the knowledge to help them manage the physical and emotional changes at puberty and introduce them to the wider world enabling them to make an active contribution to our local communities.

An example of how the theme of relationships (respecting self and others) builds across the years:

In Year 1 children know how to recognise ways in which they are the same and different to others, within their class and then with other people they know. In Year 2 they learn about how to talk and share their opinions with others in their class, how they interact with others and how to treat themselves and others with respect. Year 3 builds on this by considering being respectful to people who live differently to them through considering diverse communities. In Year 4 children are given the knowledge of the rights and responsibilities we have as individuals to everyone with respect. Year 5 builds on children’s understanding of individuality and the importance of respecting the similarities and differences between people. In Year 6 children will learn how to discuss and debate topical issues, understanding the importance of respecting other viewpoints even if they disagree with them.

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Autumn Term</u>	<u>Autumn Term</u>	<u>Autumn Term</u>	<u>Autumn Term</u>	<u>Autumn Term</u>	<u>Autumn Term</u>	<u>Autumn Term</u>
<p>Why do we teach this:</p> <p>How does it build upon prior learning:</p>	<p>Why do we teach this: <i>Relationships (1):</i> As children start Year 1 it is important that they recognise some of their key qualities. Building up understanding of their similarities and differences with other children will help them see the importance of accepting other people. The correct age appropriate words are used to name the parts of the body in order that children can develop an accurate understanding of the human body. <i>Relationships (2):</i> This is then built up through the concept of belonging. Children will have an awareness of the different groups they belong to and why they are important. Acceptance and tolerance of others continues through exploring the similarities and differences in families. Children are signposted to trusted adults if they feel worried or unhappy. How does it build upon prior learning: EYFS links</p>	<p>Why do we teach this: <i>Relationships (1):</i> Year 2 children will have established relationships with others in their class and will have a growing understanding of how they interact with others. It is important that children know what makes a good friend and what they can do to be a good friend. <i>Relationships (2):</i> Understanding how an individual's actions can affect others is an important concept that is specifically taught here. Children need to know what bullying is, how it affects the people involved and why it is unacceptable. They will also know some strategies for dealing with bullying and where to go for help. How does it build upon prior learning: This builds on their understanding of how they are the same and different to others, why they are special and how we should accept others for who they are. <i>Links to Y2: Computing, online safety</i></p>	<p>Why do we teach this: <i>Relationships (1):</i> By Year 3 children should be able to use their experiences and knowledge to explain why friendships are important. They will now use this knowledge to build a secure understanding of how friendships can be supportive and a positive experience for their own and others wellbeing. They will be able to use some strategies for sorting out friendship difficulties but also be confident to know how to ask for support if these do not work. <i>Health and Wellbeing (1):</i> This unit reinforces how they can keep themselves safe, at home and school, ensuring they know that their body belongs to them. They will be confident at knowing who and where to turn if they need help or are worried, both online and offline. How does it build upon prior learning: <i>Relationships (1):</i> Children will have explored the qualities of being a good</p>	<p>Why do we teach this: <i>Health and Wellbeing (1):</i> This unit is important in re-establishing their personal identities and their self esteem. It helps children consider how to set goals and how to develop a growth mindset. <i>Relationships (1):</i> Children are now ready to use their knowledge and understanding of relationships and consolidate this in terms of how people respect each other both in terms of how they should be treated with respect and how they should treat others. This explores in greater depth how people’s behaviour affects others building up their tolerance and empathy towards others. How does it build upon prior learning: <i>Health and Wellbeing (1):</i> Children will have discussed personal qualities within being a good friend in Year 3 and will know the importance of accepting others for who they are.</p>	<p>Why do we teach this: <i>Health and Wellbeing (1):</i> This unit examines their self-identity further and helps them to understand how a person’s identity is made up of their personal qualities and individuality. It introduces the concept of discrimination and how to challenge stereotypes and assumptions about others. <i>Living in the Wider World (1):</i> This focuses on ways to spend and save money, the choices people have to make and what value for money is. It also gives children knowledge of how money can affect people’s feelings and emotions. How does it build upon prior learning: <i>Health and Wellbeing (1):</i> This unit builds on the Y4 unit which focuses on their personal identities, self-esteem and development of a growth mindset. <i>Living in the Wider World (1):</i></p>	<p>Why do we teach this: <i>Health and Wellbeing (1):</i> This unit considers ways children can look after themselves as they become more independent and take more responsibility. How does it build upon prior learning: <i>Health and Wellbeing (1):</i> This unit consolidates previous learning about healthy lifestyles, mental health, keeping safe and about ourselves and how we grow and change as we get older.</p>



	<i>Links to Y1 Science, Animals including Humans</i>		<p>friend and have a developing knowledge of what bullying is, strategies they can use and where to go for help.</p> <p><i>Health and Wellbeing (1):</i> This unit builds on their knowledge of the rules that keep them safe and the people whose job it is to keep them safe. It consolidates learning from KS1 Health and Wellbeing units.</p> <p><i>Links to Y3: Computing, online safety, technology in our lives</i> <i>NSPCC Pants Lesson</i></p>	<p><i>Relationships (1):</i> Children will have explored their own relationships in terms of friendship and family and have knowledge of the attributes that make good friends and beware of different scenarios of family structure. They will have an understanding of how people’s actions can affect others feelings.</p> <p><i>Links to Y4: Computing, online safety</i></p>	This unit builds on and reinforces children’s understanding of the role of money in people’s lives, last discussed explicitly in Year 2.	
	<p>Autumn 1 Relationships: (1) What is the same and different about us?</p> <p>What they like/dislike and are good at</p> <p>What makes them special and how everyone has different strengths</p> <p>How their personal features or qualities are unique to them</p> <p>How they are similar or different to others, and what they have in common</p> <p>To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</p> <p>Autumn 2 Relationships: (2) Who is special to us?</p> <p>That family is one of the groups they belong to, as well as, for example school, friends, clubs</p> <p>About the different people in their family / those that love and care for them</p> <p>What their family members, or people that are special to them, do to make them feel loved and cared for</p> <p>How families are all different but share common features – what is the same and different about them</p> <p>About different features of family life, including what families do</p> <p>That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</p>	<p>Autumn 1 Relationships: (1) What makes a good friend?</p> <p>How to make friends with others</p> <p>How to recognise when they feel lonely and what they could do about it</p> <p>How people behave when they are being friendly and what makes a good friend</p> <p>How to resolve arguments that can occur in friendships</p> <p>How to ask for help if a friendship is making them unhappy</p> <p>Autumn 2 Relationships: (2) What is bullying?</p> <p>How words and actions can affect how people feel</p> <p>How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</p> <p>Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</p> <p>How to respond if this happens in different situations</p> <p>How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</p>	<p>Autumn 1 Relationships: How can we be a good friend?</p> <p>How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</p> <p>How to recognise if others are feeling lonely and excluded and strategies to include them</p> <p>How to build good friendships, including identifying qualities that contribute to positive friendships</p> <p>That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</p> <p>How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</p> <p>peaking to the emergency services</p>	<p>Autumn 1 Health and Wellbeing: What strengths, skills and interests do we have?</p> <p>How to recognise personal qualities and individuality</p> <p>To develop self-worth by identifying positive things about themselves and their achievements</p> <p>How their personal attributes, strengths, skills and interests contribute to their self-esteem</p> <p>How to set goals for themselves</p> <p>How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking.</p> <p>Autumn 2 Relationships (1): How do we treat each other with respect?</p> <p>How people’s behaviour affects themselves and others, including online</p> <p>How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</p> <p>About the relationship between rights and responsibilities</p> <p>About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. If someone is being upset or hurt)</p>	<p>Autumn 1 Health and Wellbeing: What makes up our identity?</p> <p>How to recognise and respect similarities and differences between people and what they have in common with others</p> <p>That there are a range of factors that contribute to a person’s identity (e.g. Ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</p> <p>How individuality and personal qualities make up someone’s identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</p> <p>About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</p> <p>How to challenge stereotypes and assumptions about others</p> <p>Autumn 2 Living in the Wider World: What decisions can people make with money?</p> <p>How people make decisions about spending and saving money and what influences them</p> <p>How to keep track of money so people know how much they have to spend or save</p> <p>How people make choices about ways of paying for things they want and need (e.g. From current accounts/savings; store card/ credit cards; loans)</p> <p>How to recognise what makes something ‘value for money’ and what this means to them</p> <p>That there are risks associated with money (it can be won, lost or stolen)</p>	<p>Autumn 1 and 2 Health and Wellbeing: How can we keep healthy as we grow? How mental and physical health are linked</p> <p>How positive friendships and being involved in activities such as clubs and community groups support wellbeing</p> <p>How to make choices that support a healthy, balanced lifestyle including:</p> <ul style="list-style-type: none"> • how to plan a healthy meal • how to stay physically active • how to maintain good dental health, including oral hygiene, food and drink choices • how to benefit from and stay safe in the sun • how and why to balance time spent online with other • how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep • how to manage the influence of friends and family on health choices <p>That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</p> <p>How legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</p> <p>How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</p> <p>That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</p> <p>That anyone can experience mental ill-health and to discuss concerns with a trusted adult</p>



				<p>The rights that children have and why it is important to protect these</p> <p>That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</p> <p>How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</p>	<p>and how money can affect people’s feelings and emotions</p>	<p>That mental health difficulties can usually be resolved or managed with the right strategies and support</p> <p>That FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else¹</p> <p><small>¹ See footnotes in PSHE Association Question Based Model Programme Builder</small></p>
Spring Term	Spring Term	Spring Term	Spring Term	Spring Term	Spring Term	Spring Term
<p>Why do we teach this:</p> <p>How does it build upon prior learning:</p>	<p>Why do we teach this: <i>Health and Wellbeing (1):</i> This unit ensures that children have the knowledge of what keeping healthy means and why simple hygiene routines are important. It also helps children understand the role of medicines, including vaccinations, in keeping people healthy.</p> <p><i>Living in the Wider World (1):</i> This unit focuses on developing the children’s understanding of the role of money in people’s lives. It also allows for children to know that there is a difference between needs and wants and to begin to relate this to their own lives.</p> <p>How does it build upon prior learning: <i>Health and Wellbeing (1):</i> EYFS: <i>Living in the Wider World (1):</i> The children will be able to build on their understanding of families and different features of family life to explore at an appropriate level the difference between needs and wants.</p> <p><i>Links to Y1 Maths - money.</i> <i>Y1 computing – technology in our lives</i></p>	<p>Why do we teach this: <i>Living in the Wider World (1):</i> This unit gives children the knowledge that jobs help people to earn money to pay for things they need and want. It will allow children to develop aspirations of what they would like to do when they grow up through exploring a range of different jobs. It also gives children a greater understanding of the role of the internet and technology in people’s lives.</p> <p><i>Health and Wellbeing (1):</i> This unit gives children the understanding that rules are there to keep them safe. They will be able to recognise risky or unsafe situations and start to take steps they can take to avoid harm. They will know the basic rules to keep safe online and know where they can go if something is unsafe or concerns them.</p> <p>How does it build upon prior learning: <i>Living in the Wider World (1):</i> Children will have some knowledge of the role of money in people’s lives and understand the difference between needs and wants. They will also have explored some people’s jobs in Y1 unit keeping safe.</p> <p><i>Health and Wellbeing (1):</i> Children will have knowledge of people who keep them safe and what to do in an emergency. They should be confident at knowing how to ask for help.</p> <p><i>Link to Y2 Computing – online safety and technology in our lives</i></p>	<p>Why do we teach this: <i>Relationships (2):</i> This unit gives children the knowledge of different types of family life and helps them become tolerant to others in different circumstances to them. They should be able to identify some of the shared characteristics of healthy family life and know how to seek help or advice if family relationships are making them feel unhappy or unsafe.</p> <p><i>Living in the Wider World (1):</i> This unit explicitly gives children knowledge of the diverse communities we live in and what that means to them. It looks at what diversity means, the value we should place on it and respect towards others.</p> <p>How does it build upon prior learning: <i>Relationships (2):</i> Learning about families was taught specifically in Year 1 in relation to how each child belongs to different groups. Children’s understanding of their own relationship towards others will have developed since that time enabling a more in depth look at family relationships.</p> <p><i>Living in the Wider World (1):</i> This continues to build on the concept of belonging from Year 1 and the similarities and differences between people they know.</p>	<p>Why do we teach this: <i>Health and Wellbeing (1):</i> This unit focuses on extending children’s understanding of their own mental health through a deeper understanding of feelings and emotions and how they are expressed by themselves and others. This includes how people express and manage change and loss.</p> <p><i>Health and Wellbeing (2):</i> This unit focuses on ensuring children have accurate knowledge of how bodies grow and change as puberty starts, including where to go for advice and support.</p> <p>How does it build upon prior learning: <i>Health and Wellbeing (1):</i> Previously children will have learnt to recognise and name some of the different feelings they experience and how those feelings can affect the way they behave.</p> <p><i>Health and Wellbeing (2):</i> In KS1 children will have learnt the main parts of the body including external genitalia. They will have an understanding how people’s need change as they grow from young to old</p>	<p>Why do we teach this: <i>Health and Wellbeing (2):</i> This unit focuses on developing children’s knowledge of basic first aid and what to do in an emergency.</p> <p><i>Relationships (1):</i> As children become more aware of their online presence this unit helps them understand the differences in online relationships exploring the positives and negatives involved. It reinforces the importance of knowing who and where to turn when they have concerns or feel worried about online content. It should specifically introduce the importance of consent.</p> <p>How does it build upon prior learning: <i>Health and Wellbeing (2):</i> Through previous units, children will have a basic understanding of how to keep themselves safe and people who help them stay safe in terms of medical help.</p> <p><i>Relationships (1):</i> By Year 5 children should have a growing respect for others and an awareness of how they themselves should be treated. This will be evident in the tolerance and empathy they show towards others they know.</p> <p><i>Links to Y5: Computing, online safety</i></p>	<p>Why do we teach this: <i>Living in the Wider World (1):</i> This unit helps children consider the role of media literacy in their lives and the need for digital resilience.</p> <p>How does it build upon prior learning: <i>Living in the Wider World (1):</i> This unit consolidates previous learning in online safety and how technology is used and influences people’s lives.</p>
	<p>Spring 1 Health and Wellbeing: What helps us stay healthy?</p> <p>What being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</p>	<p>Spring 1 Living in the Wider World: What jobs do people do?</p> <p>How jobs help people earn money to pay for things they need and want</p> <p>About a range of different jobs, including those done by people they</p>	<p>Spring 1 Relationships (2): What are families like?</p> <p>How families differ from each other (including that not every family has the same family structure, e.g. Single parents, same sex parents, step-parents,</p>	<p>Spring 1 Health and Wellbeing: How can we manage our feelings?</p> <p>How everyday things can affect feelings</p> <p>How feelings change over time and can be experienced at different levels of intensity</p>	<p>Spring 1 Health and Wellbeing: How can we help in an accident or emergency?</p> <p>How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</p>	<p>Spring 1 and 2 Living in the Wider World: How can the media influence people?</p> <p>How the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions</p>



<p>That things people put into or onto their bodies can affect how they feel</p> <p>How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</p> <p>Why hygiene is important and how simple hygiene routines can stop germs from being passed on</p> <p>What they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</p> <p style="text-align: center;">Spring 2 Living in the Wider World: What can we do with money?</p> <p>What money is - that money comes in different forms</p> <p>How money is obtained (e.g. Earned, won, borrowed, presents)</p> <p>How people make choices about what to do with money, including spending and saving</p> <p>The difference between needs and wants - that people may not always be able to have the things they want</p> <p>How to keep money safe and the different ways of doing this</p>	<p>know or people who work in their community</p> <p>How people have different strengths and interests that enable them to do different jobs</p> <p>How people use the internet and digital devices in their jobs and everyday life</p> <p style="text-align: center;">Spring 2 Health and Wellbeing: What helps to keep us safe?</p> <p>How rules and restrictions help them to keep safe (e.g. Basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</p> <p>How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</p> <p>How to resist pressure to do something that makes them feel Unsafe or uncomfortable, including keeping secrets</p> <p>How not everything they see online is true or trustworthy and that people can pretend to be someone they are not</p> <p>How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</p>	<p>blended families, foster and adoptive parents)</p> <p>How common features of positive family life often include shared experiences, e.g. Celebrations, special days or holidays</p> <p>How people within families should care for each other and the different ways they demonstrate this</p> <p>How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p> <p style="text-align: center;">Spring 2 Living in the Wider World: What makes a community?</p> <p>How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</p> <p>What is meant by a diverse community; how different groups make up the wider/local community around the school</p> <p>How the community helps everyone to feel included and values the different contributions that people make</p> <p>How to be respectful towards people who may live differently to them</p>	<p>The importance of expressing feelings and how they can be expressed in different ways</p> <p>How to respond proportionately to, and manage, feelings in different circumstances</p> <p>Ways of managing feelings at times of loss, grief and change</p> <p>How to access advice and support to help manage their own or others’ feelings</p> <p style="text-align: center;">Spring 2 Health and Wellbeing: How will we grow and change?</p> <p>About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</p> <p>How puberty can affect emotions and feelings</p> <p>How personal hygiene routines change during puberty</p> <p>How to ask for advice and support about growing and changing and puberty</p>	<p>That if someone has experienced a head injury, they should not be moved</p> <p>When it is appropriate to use first aid and the importance of seeking adult help</p> <p style="text-align: center;">Spring 2 Relationships (1): How can friends communicate safely?</p> <p>About the different types of relationships people have in their lives</p> <p>How friends and family communicate together; how the internet and social media can be used positively</p> <p>How knowing someone online differs from knowing someone face-to-face</p> <p>How to recognise risk in relation to friendships and keeping safe</p> <p>About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</p> <p>How to respond if a friendship is making them feel worried, unsafe or uncomfortable</p> <p>How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</p>	<p>That not everything should be shared online or social media and that there are rules about this, including the distribution of images</p> <p>That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</p> <p>How text and images can be manipulated or invented; strategies to recognise this</p> <p>To evaluate how reliable different types of online content and media are, e.g. Videos, blogs, news, reviews, adverts</p> <p>To recognise unsafe or suspicious content online and what to do about it</p> <p>How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</p> <p>How to make decisions about the content they view online or in the media and know if it is appropriate for their age range</p> <p>How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</p> <p>To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</p> <p>To discuss and debate what influences people’s decisions, taking into consideration different viewpoints</p>
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<p>Summer Term</p> <p>Why do we teach this:</p> <p>How does it build upon prior learning:</p>	<p>Summer Term</p> <p>Why do we teach this: <i>Health and Wellbeing (1):</i> This unit looks at keeping safe – that some jobs help people keep safe in the community and to know how they can get help in an emergency. It is also important in ensuring children know how to respond to people they don’t know and should give children strategies and language they can use if they need to ask for help.</p> <p><i>Living in the Wider World (1)</i></p>	<p>Summer Term</p> <p>Why do we teach this: <i>Health and Wellbeing (2):</i> In this unit children will gain a deeper understanding of how they can keep healthy and the reasons why their physical wellbeing is important.</p> <p><i>Health and Wellbeing (3):</i> This unit focuses on children’s understanding of their mental health through teaching them how to recognise the different feelings we experience and importantly how their feelings affect the way they behave. It also helps them to</p>	<p>Summer Term</p> <p>Why do we teach this: <i>Health and Wellbeing (2):</i> This unit encourages children to use their knowledge from KS1 and their Science lessons to make informed decisions about leading a healthy lifestyle and why this is important.</p> <p><i>Health and Wellbeing (3):</i> This unit continues to build on their knowledge of what they can do to lead a healthy lifestyle by focussing on keeping active and taking rest. It links in to how</p>	<p>Summer Term</p> <p>Why do we teach this: <i>Living in the Wider World (1)</i> This unit focuses on developing compassion towards others, particularly within the environment. It teaches children the concept of shared responsibility toward other people and living things.</p> <p><i>Health and Wellbeing (3):</i> This unit focuses on keeping safe by recognising and managing risk, particularly outside. It gives children an understanding of how people can be</p>	<p>Summer Term</p> <p>Why do we teach this: <i>Health and Wellbeing (3):</i> In this unit children will explore how habits can have positive and negative effects on a healthy lifestyle. This includes an understanding of how people can prevent or reduce the risks associated with drugs (legal and illegal), alcohol and tobacco. It also will ensure children know to ask for help from a trusted adult if they have any worries or concerns.</p> <p><i>Living in the Wider World (2)</i></p>	<p>Summer Term</p> <p>Why do we teach this: <i>Relationships:</i> This is an important unit in terms of children’s own understanding of themselves in the context of the imminent changes they will experience as they move onto high school. This includes preparing children for the emotions, challenges and change that they experience as they grow into adults. It specifically includes teaching how puberty relates to human reproduction so they have the correct information</p>
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<p>This unit introduces the concept of respecting others through their own behaviour and gives children an opportunity to explore how needs change as people grow older and how they themselves can manage change when moving to a new year group.</p> <p>How does it build upon prior learning: Children will have previously been signposted to trusted adults if they are worried or need help. This unit will explicitly teach some of the strategies and vocabulary that will help children feel confident in asking for help. <i>Living in the Wider World (1)</i> This builds on children’s knowledge of relationships in the Autumn term. Children’s understanding of the similarities and differences between themselves and other people is extended on a larger scale.</p>	<p>understand that others’ feelings may be different to theirs, building up the concepts of tolerance and empathy toward others.</p> <p>How does it build upon prior learning: <i>Health and Wellbeing (2):</i> From Year 1 children will know what keeping healthy means and why simple hygiene routines are important.</p> <p><i>Health and Wellbeing (3):</i> This builds on their understanding of how people’s actions affect others.</p> <p><i>Links to Y2 Science, Animals including humans</i> <i>Computing – technology in our lives.</i> <i>Zones of Regulation</i></p>	<p>this also contributes to their mental wellbeing.</p> <p>How does it build upon prior learning: <i>Health and Wellbeing (2):</i> This unit consolidates children’s knowledge from KS1 about healthy eating and dental care. It builds on Y3 Science learning about nutrition.</p> <p><i>Health and Wellbeing (3):</i> This unit consolidates children’s knowledge from KS1 about keeping active.</p> <p><i>Links to Y3 Science, Animals including humans and PE</i></p>	<p>influenced by their peers’ behaviour both online and offline. It also gives children the knowledge of what to do if they become aware of a situation that is anti-social or against the law.</p> <p>How does it build upon prior learning: <i>Living in the Wider World (1)</i> In previous units children will have gained knowledge about their local communities and local environment and things they can do to look after their environment.</p> <p><i>Health and Wellbeing (3):</i> In Year 3 children will have learnt how they can keep themselves safe, at home and school. They will be confident at knowing who and where to turn if they need help or are worried, both online and offline.</p> <p><i>Link to Y4 Science, Living Things and their habitats</i> <i>Computing, Online Safety</i></p>	<p>In this unit children will gain an understanding of careers, considering their aspirations for the future and also challenging any stereotypes held about the types of jobs people can do.</p> <p>How does it build upon prior learning: <i>Health and Wellbeing (3):</i> In Year 3 children will have gained the knowledge of healthy lifestyles through physical activity, good hygiene and diet. They will also have the knowledge through the Y4 unit about keeping safe through recognising and managing risk.</p> <p><i>Living in the Wider World (2)</i> This builds on learning from KS1 about jobs and also units in Y4 and Y5 that focus on understanding their self-identities, their individuality and personal qualities.</p>	<p>about how to take care of their bodies and keep themselves safe. It is a key part of the safeguarding the school has in place.</p> <p>How does it build upon prior learning: By the time children reach Year 6 they should have a secure understanding of the relationships they have in their own lives in terms of family and friends (both in person and online) and understand the meaning of respecting others they meet through the acceptance and tolerance they show. They will be able to use appropriate strategies to deal with issues that arise and know where to go for help if these don’t work.</p>
<p>Summer 1 Health and Wellbeing: Who helps keep us safe?</p> <p>That people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</p> <p>Who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say</p> <p>How to respond safely to adults they don’t know</p> <p>What to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</p> <p>How to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</p> <p>Summer 2 Living in the Wider World: Who helps keep us safe?</p>	<p>Summer 1 Health and Wellbeing: What can help us grow and stay healthy?</p> <p>That different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</p> <p>That eating and drinking too much sugar can affect their health, including dental health</p> <p>How to be physically active and how much rest and sleep they should have everyday</p> <p>That there are different ways to learn and play; how to know when to take a break from screen-time</p> <p>How sunshine helps bodies to grow and how to keep safe and well in the sun</p> <p>Summer 2 Health and Wellbeing: How do we recognise our own feelings?</p>	<p>Summer 1 Health and Wellbeing: Why should we eat well and look after our teeth?</p> <p>How to eat a healthy diet and the benefits of nutritionally rich foods</p> <p>How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</p> <p>How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</p> <p>How people make choices about what to eat and drink, including who or what influences these</p> <p>How, when and where to ask for advice and help about healthy eating and dental care</p> <p>Summer 2 Health and Wellbeing:</p>	<p>Summer 1 Living in the Wider World: How can our choices make a difference to others and the environment?</p> <p>How people have a shared responsibility to help protect the world around them</p> <p>How everyday choices can affect the environment</p> <p>How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</p> <p>The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</p> <p>How to show care and concern for others (people and animals)</p> <p>How to carry out personal responsibilities in a caring and compassionate way</p> <p>Summer 2 Health and Wellbeing: How can we manage risk in different places?</p>	<p>Summer 1 Health and Wellbeing: How can drugs common to everyday life affect health?</p> <p>How drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</p> <p>That some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</p> <p>How laws surrounding the use of drugs exist to protect them and others</p> <p>Why people choose to use or not use different drugs</p> <p>How people can prevent or reduce the risks associated with them</p> <p>That for some people, drug use can become a habit which is difficult to break</p> <p>How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</p> <p>How to ask for help from a trusted adult if they have any worries or concerns about drugs</p> <p>Summer 2 Living in the Wider World:</p>	<p>Summer 1 and 2 Relationships: What will change as we become more independent? How do friendships change as we grow?</p> <p>That people have different kinds of relationships in their lives, including romantic or intimate relationships</p> <p>That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</p> <p>That adults can choose to be part of a committed relationship or not, including marriage or civil partnership</p> <p>That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</p> <p>How puberty relates to growing from childhood to adulthood</p> <p>About the reproductive organs and process - how babies are conceived and born and how they need to be cared for</p> <p>That there are ways to prevent a baby being made²</p> <p>How growing up and becoming more independent comes with increased opportunities and responsibilities</p>



	<p>How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</p> <p>The responsibilities they have in and out of the classroom</p> <p>How people and animals need to be looked after and cared for</p> <p>What can harm the local and global environment; how they and others can help care for it</p> <p>How people grow and change and how people’s needs change</p> <p>As they grow from young to old</p> <p>How to manage change when moving to a new class/year group</p>	<p>How to recognise, name and describe a range of feelings</p> <p>What helps them to feel good, or better if not feeling good</p> <p>How different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</p> <p>How feelings can affect people in their bodies and their behaviour</p> <p>Ways to manage big feelings and the importance of sharing their feelings with someone they trust</p> <p>How to recognise when they might need help with feelings and how to ask for help when they need it</p>	<p>Why should we keep active and sleep well?</p> <p>How regular physical activity benefits bodies and feelings</p> <p>How to be active on a daily and weekly basis - how to balance time online with other activities</p> <p>How to make choices about physical activity, including what and who influences decisions</p> <p>How the lack of physical activity can affect health and wellbeing</p> <p>How lack of sleep can affect the body and mood and simple routines that support good quality sleep</p> <p>How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</p>	<p>How to recognise, predict, assess and manage risk in different situations</p> <p>How to keep safe in the local environment and less familiar locations (e.g. Near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</p> <p>How people can be influenced by their peers’ behaviour and by a desire for peer approval; how to manage this influence</p> <p>How people’s online actions can impact on other people</p> <p>How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</p> <p>How to report concerns, including about inappropriate online content and contact</p> <p>That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</p>	<p>What jobs would we like?</p> <p>That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</p> <p>That some jobs are paid more than others and some may be voluntary (unpaid)</p> <p>About the skills, attributes, qualifications and training needed for different jobs</p> <p>That there are different ways into jobs and careers, including college, apprenticeships and university</p> <p>How people choose a career/job and what influences their decision, including skills, interests and pay</p> <p>How to question and challenge stereotypes about the types of jobs people can do</p> <p>How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</p>	<p>How friendships may change as they grow and how to manage this</p> <p>How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing²</p> <p><small>² See footnotes in PSHE Association Question Based Model Programme Builder</small></p>
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PSHE in Early Years Foundation Stage

PSHE

Three and Four-Year-Olds Range 5

Communication and Language

- Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Talks more extensively about things that are of particular importance to them



Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.
- Shows increasing consideration of other people’s needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it
- Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers
- Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play
- Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers
- Is sensitive to others’ messages of appreciation or criticism
- Enjoys a sense of belonging through being involved in daily tasks
- Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others
- Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help
- Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt
- May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares
- Talks about how others might be feeling and responds according to their his understanding of the other person’s needs and wants
- Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings
- Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions

Three and Four-Year-Olds Continued

Physical Development

- Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.



	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • <u>Begin to make sense of their own life-story and family’s history.</u> • <u>Show interest in different occupations.</u> • <u>Continue developing positive attitudes about the differences between people.</u> • <u>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</u> • <u>Shows interest in the lives of people who are familiar to them</u> • <u>Enjoys joining in with family customs and routines</u> • <u>Shows interest in different occupations and ways of life indoors and outdoors</u> • <u>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</u> • <u>Begin to understand the effect their behaviour can have on the environment</u> 	
<p>Reception Range 6</p>	<p><u>Communication and Language</u></p>	<ul style="list-style-type: none"> • <u>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</u> • <u>Develop social phrases.</u> • <u>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</u>
	<p><u>Personal, Social and Emotional Development</u></p>	<ul style="list-style-type: none"> • <u>See themselves as a valuable individual.</u> • <u>Build constructive and respectful relationships.</u> • <u>Express their feelings and consider the feelings of others.</u> • <u>Show resilience and perseverance in the face of challenge.</u> • <u>Identify and moderate their own feelings socially and emotionally.</u> • <u>Think about the perspectives of others.</u> • <u>Manage their own needs.</u> <ul style="list-style-type: none"> - <u>personal hygiene</u> • <u>Know and talk about the different factors that support their overall health and wellbeing:</u> <ul style="list-style-type: none"> - <u>regular physical activity</u> - <u>healthy eating</u> - <u>toothbrushing</u> - <u>sensible amounts of ‘screen time’</u> - <u>having a good sleep routine</u> - <u>being a safe pedestrian</u> • <u>Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours</u> • <u>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</u> • <u>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination</u> • <u>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</u> • <u>Understands their own and other people’s feelings, offering empathy and comfort</u> <ul style="list-style-type: none"> • <u>Talks about their own and others’ feelings and behaviour and its consequences</u> • <u>Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</u> • <u>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</u>
	<p><u>Physical Development</u></p>	<ul style="list-style-type: none"> • <u>Eats a healthy range of foodstuffs and understands need for variety in food</u> • <u>Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health</u> • <u>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others</u> • <u>Further develop the skills they need to manage the school day successfully:</u> <ul style="list-style-type: none"> - <u>lining up and queuing</u> - <u>mealtimes</u>

<u>Understanding the World</u>	<ul style="list-style-type: none"> • <u>Talk about members of their immediate family and community.</u> • <u>Name and describe people who are familiar to them.</u> • <u>Recognise that people have different beliefs and celebrate special times in different ways.</u> • <u>Enjoys joining in with family customs and routines</u> • <u>Talks about past and present events in their own life and in the lives of family members</u> • <u>Knows that other children do not always enjoy the same things, and is sensitive to this</u> • <u>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</u>
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ELG	<u>Communication and Language</u>	<u>Listening, Attention and Understanding</u>	<ul style="list-style-type: none"> • <u>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</u>
		<u>Speaking</u>	<ul style="list-style-type: none"> • <u>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</u>
	<u>Personal, Social and Emotional Development</u>	<u>Self-Regulation</u>	<ul style="list-style-type: none"> • <u>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</u> • <u>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</u> • <u>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</u>
		<u>Managing Self</u>	<ul style="list-style-type: none"> • <u>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</u> • <u>Explain the reasons for rules, know right from wrong and try to behave accordingly.</u> • <u>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</u>
		<u>Building Relationships</u>	<ul style="list-style-type: none"> • <u>Work and play cooperatively and take turns with others.</u> • <u>Form positive attachments to adults and friendships with peers.</u> • <u>Show sensitivity to their own and others’ needs.</u>
	<u>Physical Development</u>	<u>Gross Motor Skills</u>	<ul style="list-style-type: none"> • <u>Negotiate space and obstacles safely, with consideration for themselves and others.</u>
<u>Understanding the World</u>	<u>Past and Present</u>	<ul style="list-style-type: none"> • <u>Talk about the lives of people around them and their roles in society.</u> 	