PSHE Rolling programme

|  |  |
| --- | --- |
| Foundation | **Myself and My Relationships 1****Beginning and Belonging (NB, GFG)*** How am I special and what is special about other people in my class?
* What have I learnt to do and what would I like to learn next?
* How do we welcome new people to our class?
* What can I do to make the classroom a safe and happy place?
* How can I play and work well with others?
* How can I respect the needs of others?
* How does my behaviour make other people feel?

**Myself and My Relationships 2****My Family and Friends - Including Anti-bullying (GOFO, SNTB)*** Who are my special people and why are they special to me?
* Who is my family and how do we care for each other?
* What is a friend?
* How can I be a good friend?
* How do I make new friends?
* How can I make up with friends when I have fallen out with them?
* How does what I do affect others?
* Do I know what to do if someone is unkind to me?

**Myself and My Relationships 3****My Emotions (C, R, GTBM)*** Can I recognise and show my emotions?
* Can I recognise emotions in other people and say how they are feeling?
* Do I know what causes different emotions in myself and other people?
* How do I and others feel when things change?
* Do I know simple ways to make myself feel better?
* How can I help to make other people feel better?
 |
| **Myself and My Relationships**  |
| **Healthy and Safer Lifestyles** | **Healthy and Safer Lifestyles 1****My Body and Growing Up*** What does my body look like?
* How has my body changed as it has grown?
* What can my body do?
* What differences and similarities are there between our bodies?
* How can I look after my body and keep it clean?
* How am I learning to take care of myself and what do I still need help with?
* Who are the members of my family and trusted people who look after me?
* How do I feel about growing up?

**Healthy and Safer Lifestyles 2****Keeping Safe (Including Drug Education)*** What do I think I have to keep safe from?
* How do I know if something is safe or unsafe?
* Do I understand simple safety rules for when I am at home, at school and when I am out and about?
* Can I say ‘No!’ if I feel unsure about something and it does not feel safe or good?
* Can I ask for help and tell people who care for me if I am worried or upset?
* Who are the people who help to keep me safe?
* What goes on to and into my body and who puts it there?
* Why do people use medicines?
* What are the safety rules relating to medicines and who helps me with these?

**Healthy and Safer Lifestyles 3****Healthy Lifestyles*** What things can I do when I feel good and healthy?
* What can’t I do when I am feeling ill or not so healthy?
* What can I do to help keep my body healthy?
* Do I understand why food and drink are good for us?
* Do I understand what exercise is and why it is good for us?
* Do I understand why rest and sleep are good for us?
 |
| **Citizenship** | **Citizenship 1****Identities and Diversity*** Who are the people in my class and how are we similar to and different from each other?
* Who are the different people who make up a family?
* What things are especially important to my family and me?
* What are some of the similarities and differences in the way people including families live their lives?
* How can we value different types of people including what they believe in and how they live their lives?
* How do we celebrate what we believe in and how is this different for different people?

**Citizenship 2****Me and My World*** Who are the people who help to look after me and my school
* How can I help to look after my school?
* How can I help to care for my things at home?
* Where do I live and what are the different places and features in my neighbourhood?
* Who are the people who live and work in my neighbourhood including people who help me?
* How can we look after the local neighbourhood and keep it special for everybody?
* What do animals and plants need to live and how can I help to take care of them?
* What is money and why do we need it?
* How do we save money?
 |
| Transition  | Transition |
|  | Year A | YEAR B |
| Year 1 and 2 Family and relationships | INTRODUCTION TO RSE AND SETTING GROUND RULES What is family?Families offer stability and loveFamilies are all differentFriendship problems and how to overcome themHealthy friendshipsWorking with othersStereotyping-gender | INTRODUCTION TO RSE AND SETTING GROUND RULESWhat are friendships?How to deal with unhappy friendshipsRecognising other people’s emotionsOther people’s feelingsManners and courtesyStereotyping-gender |
| Year 1 and 2Safety and the changing body | Communicating safely and effectively with adults at schoolCommunicating safely and effectively with adults outside of schoolSafety with substances what should and should not go in the bodySafety and home- potential hazards in the homeWhat to do if I get lostMaking a call to emergency servicesPeople who help to keep us safe in our community  | Introduction to the internetCommunicating online- not sharing personal informationThe difference between secrets and surprisesRoad safety 1Road safety 2Safety with medicines |
| Year 1 taught separatelySafety and the changing body | Appropriate contact-acceptable and unacceptable physical contact |
| Year 2 taught separatelySafety and the changing body | My private parts- the concept of privacy and the correct vocabulary for these (vocabulary penis, vulva)My private parts and private- safe and unsafe touches (penis, vulva and testicles) |
| Year 1 and 2 Health and wellbeing | Understanding my feelingsWhat am I like- identifying strengths and qualitiesReady for bed-effective of good quality sleepRelaxation –laughter and progressive muscle relaxationHandwashing and personal hygieneSun safetyAllergiesSteps to success-setting achievable goalsGrowth mindset-overcoming difficultiesPeople who help us stay healthy | Experiencing different feelingsBeing activeRelaxation-breathing exercisesHandwashing and personal hygieneSun safety Allergies Steps to success-setting achievable goalsGrowth mindset-overcoming difficulties Healthy dietLooking after our teeth |
| Year 1 and 2Citizenship | RulesCaring for others: animalsThe needs of othersSimilar, yet differentBelongingDemocratic decisionsSchool councilGiving my opinion | Rules beyond schoolOur school environmentOur local environmentJob roles on our local communitySimilar yet different in my local communitySchool councilGiving my opinion |
| Year 1 and 2  | Introduction to moneyLooking after moneyBanks and Building societies Saving and spendingJobs in school | Where money comes fromNeeds and wantsWants and needsLooking after moneyJobs |
| Year 1 and 2 transition | 1 lesson transition |

|  |  |  |
| --- | --- | --- |
|  | YEAR A | YEAR B |
| Year 3 and 4Family and relationships | INTRODUCTION TO RSE AND SETTING GROUND RULESHealthy familiesFriendship-conflict and resolutionFriendship conflict v bullyingEffective communication to support relationshipsLearning who to trustStereotypes- in everyday lifeWhere do stereotypes come from? | INTRODUCTION TO RSE AND SETTING GROUND RULESRespect and mannersHealthy friendships-physical and emotional boundariesHow my behaviour affects othersBullying- the effects of bullying and the responsibility of the bystanderStereotypes- in fictional charactersStereotypes- negative effects ofFamilies in the wider world- respecting differencesChange and loss- bereavement  |
| Year 3 and 4Safety and the changing body | Emergencies and calling for helpBasic first aid- bites and stingsCommunicating safely onlineCyberbullyingFake emailsMaking choices for myselfWho and what can influence my decisions and how to make the right choices for meRoad safety | Internet safety –age restrictionsInternet safety share awareBasic first aid asthmaPrivacy and secrecy and the difference between the twoConsuming information online- being a discerning consumer of online informationTobacco- the risks of smoking |
| Year 4 onlytaught separatelySafety and the changing body | Growing up- that the changes from a child to an adult in called pubertyIntroduction to puberty ( vocabulary breasts, genitals, penis, testicles) |
| Year 3 and 4 Health and wellbeing | My healthy diary-physical activity, rest and dietRelaxation-stretchedWonderful me!My superpowersBreaking down problemsDiet and dental health | Looking after our teethRelaxation-visualisationCelebrating mistakesMy role my strengths and helping othersMy happinessEmotionsMental health |
| Year 3 and 4Citizenship | Rights of the childRights and responsibilities RecyclingLocal community groupsCharityLocal democracyrules | What are human rights?Caring or the environmentCommunityContributingDiverse communities Local councillors |
| Year 3 and 4 Economic wellbeing  | Ways of payingBudgetingHow spending affects othersImpact of spendingJobs and careers | Spending choicesKeeping track of my moneyLooking after moneyInfluences on career choicesJobs for me |
| Transition | 1 lesson transition |
| Diversity | School linking project |

|  |  |  |
| --- | --- | --- |
|  | Year A | Year B |
| Year 5 and 6 Family and relationships | INTRODUCTION TO RSE AND SETTING GROUND RULESBuild a friend- what makes a good friendFriendship skillsMarriage-different types of marriage and the history of marriageRespecting myselfFamily lifeBullying- the effects of bullying and what might motivate a bullyStereotyping-how attitudes to gender have changed over timeStereotyping and discrimination | INTRODUCTION TO RSE AND SETTING GROUND RULESRespect-how this can be gained and lostDeveloping respectful relationshipsChallenging stereotypesDifferent types of stereotypesResolving conflict-negotiating and compromiseChange and loss- the emotions relating to grief |
| Year 5 and 6Safety and the changing body | Online friendshipsStaying safe onlineFirst aid-breedingDrugs, alcohol and tobacco- understanding the influence others can have on us | The risks associated with alcohol Critical digital customersSocial mediaFirst aid-chokingBasic life support |
| Year 5 taught separatelySafety and the changing body | Puberty *(vocabulary: cervix, ovary, fallopian tube, uterus, vagina, vulva, clitoris, urethra, labia, penis, bladder, testicle, sperm , duct, scrotum, breasts, nipples, menstruation)*Menstruation *(vocabulary: menstruation, egg, ova, ovaries, fallopian tube, uterus, womb, sanitary products (towels, tampons, period pants, cups), voice breaking, erections, wet dreams, ejaculation)*Emotional changes in puberty |
| Year 6 taught separatelySafety and the changing body | Physical and emotional changes of puberty *(vocabulary: cervix, ovary, fallopian tube, uterus, vagina, vulva, clitoris, labia, penis, bladder, testicle, scrotum, sperm duct, breasts, nipples)*Conception *(parents/carers have the right to withdraw their child from this lesson)**(vocabulary: sperm, egg, erection, fertilise, conception, sexual intercourse)* Pregnancy and birth *(parents/carers have the right to withdraw their child from this lesson)**(vocabulary: sperm, egg, erection, fertilise, conception, sexual intercourse, relationship, pregnancy, commitment, baby, love, care)****3 lessons of Identity*** |
| Year 5 and 6 Health and Wellbeing | Relaxation - yogaThe importance of restEmbracing failureGoing for goalsTaking responsibility for my feelingsHealthy mealsSun safety | What can I be? - setting long term goalsRelaxation - mindfulnessTaking responsibility for my healthResilience toolboxThe facts about immunisationPhysical health concerns - where to get helpHabits - positive and negative |
| Year 5 and 6 Citizenship | Breaking the lawRights and responsibilitiesProtecting the planetContributing to the communityPressure groupsParliament  | Human rightsFood choices and the environment Caring for othersPrejudice and discriminationValuing diversityNational democracy |
| Year 5 and 6Economic wellbeing  | BorrowingIncome and expenditureRisks with moneyPrioritising spendingStereotypes in the workplace | Attitudes to moneyKeeping money safeGamblingWhat jobs are availableCareer routes  |
| Transition | 1 lesson transition |