PSHE Rolling programme

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| 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 love  Families are all different  Friendship problems and how to overcome them  Healthy friendships  Working with others  Stereotyping-gender | | INTRODUCTION TO RSE AND SETTING GROUND RULES  What are friendships?  How to deal with unhappy friendships  Recognising other people’s emotions  Other people’s feelings  Manners and courtesy  Stereotyping-gender |
| Year 1 and 2  Safety and the changing body | Communicating safely and effectively with adults at school  Communicating safely and effectively with adults outside of school  Safety with substances what should and should not go in the body  Safety and home- potential hazards in the home  What to do if I get lost  Making a call to emergency services  People who help to keep us safe in our community | | Introduction to the internet  Communicating online- not sharing personal information  The difference between secrets and surprises  Road safety 1  Road safety 2  Safety with medicines |
| Year 1 taught separately  Safety and the changing body | Appropriate contact-acceptable and unacceptable physical contact | | |
| Year 2 taught separately  Safety 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 feelings  What am I like- identifying strengths and qualities  Ready for bed-effective of good quality sleep  Relaxation –laughter and progressive muscle relaxation  Handwashing and personal hygiene  Sun safety  Allergies  Steps to success-setting achievable goals  Growth mindset-overcoming difficulties  People who help us stay healthy | Experiencing different feelings  Being active  Relaxation-breathing exercises  Handwashing and personal hygiene  Sun safety  Allergies  Steps to success-setting achievable goals  Growth mindset-overcoming difficulties  Healthy diet  Looking after our teeth | |
| Year 1 and 2  Citizenship | Rules  Caring for others: animals  The needs of others  Similar, yet different  Belonging  Democratic decisions  School council  Giving my opinion | Rules beyond school  Our school environment  Our local environment  Job roles on our local community  Similar yet different in my local community  School council  Giving my opinion | |
| Year 1 and 2 | Introduction to money  Looking after money  Banks and Building societies  Saving and spending  Jobs in school | Where money comes from  Needs and wants  Wants and needs  Looking after money  Jobs | |
| Year 1 and 2 transition | 1 lesson transition | | |

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|  | YEAR A | YEAR B |
| Year 3 and 4  Family and relationships | INTRODUCTION TO RSE AND SETTING GROUND RULES  Healthy families  Friendship-conflict and resolution  Friendship conflict v bullying  Effective communication to support relationships  Learning who to trust  Stereotypes- in everyday life  Where do stereotypes come from? | INTRODUCTION TO RSE AND SETTING GROUND RULES  Respect and manners  Healthy friendships-physical and emotional boundaries  How my behaviour affects others  Bullying- the effects of bullying and the responsibility of the bystander  Stereotypes- in fictional characters  Stereotypes- negative effects of  Families in the wider world- respecting differences  Change and loss- bereavement |
| Year 3 and 4  Safety and the changing body | Emergencies and calling for help  Basic first aid- bites and stings  Communicating safely online  Cyberbullying  Fake emails  Making choices for myself  Who and what can influence my decisions and how to make the right choices for me  Road safety | Internet safety –age restrictions  Internet safety share aware  Basic first aid asthma  Privacy and secrecy and the difference between the two  Consuming information online- being a discerning consumer of online information  Tobacco- the risks of smoking |
| Year 4 only  taught separately  Safety and the changing body | Growing up- that the changes from a child to an adult in called puberty  Introduction to puberty ( vocabulary breasts, genitals, penis, testicles) | |
| Year 3 and 4  Health and wellbeing | My healthy diary-physical activity, rest and diet  Relaxation-stretched  Wonderful me!  My superpowers  Breaking down problems  Diet and dental health | Looking after our teeth  Relaxation-visualisation  Celebrating mistakes  My role my strengths and helping others  My happiness  Emotions  Mental health |
| Year 3 and 4  Citizenship | Rights of the child  Rights and responsibilities  Recycling  Local community groups  Charity  Local democracy  rules | What are human rights?  Caring or the environment  Community  Contributing  Diverse communities  Local councillors |
| Year 3 and 4  Economic wellbeing | Ways of paying  Budgeting  How spending affects others  Impact of spending  Jobs and careers | Spending choices  Keeping track of my money  Looking after money  Influences on career choices  Jobs for me |
| Transition | 1 lesson transition | |
| Diversity | School linking project | |

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|  | Year A | | Year B |
| Year 5 and 6  Family and relationships | INTRODUCTION TO RSE AND SETTING GROUND RULES  Build a friend- what makes a good friend  Friendship skills  Marriage-different types of marriage and the history of marriage  Respecting myself  Family life  Bullying- the effects of bullying and what might motivate a bully  Stereotyping-how attitudes to gender have changed over time  Stereotyping and discrimination | | INTRODUCTION TO RSE AND SETTING GROUND RULES  Respect-how this can be gained and lost  Developing respectful relationships  Challenging stereotypes  Different types of stereotypes  Resolving conflict-negotiating and compromise  Change and loss- the emotions relating to grief |
| Year 5 and 6  Safety and the changing body | Online friendships  Staying safe online  First aid-breeding  Drugs, alcohol and tobacco- understanding the influence others can have on us | | The risks associated with alcohol  Critical digital customers  Social media  First aid-choking  Basic life support |
| Year 5 taught separately  Safety 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 separately  Safety 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 - yoga  The importance of rest  Embracing failure  Going for goals  Taking responsibility for my feelings  Healthy meals  Sun safety | What can I be? - setting long term goals  Relaxation - mindfulness  Taking responsibility for my health  Resilience toolbox  The facts about immunisation  Physical health concerns - where to get help  Habits - positive and negative | |
| Year 5 and 6 Citizenship | Breaking the law  Rights and responsibilities  Protecting the planet  Contributing to the community  Pressure groups  Parliament | Human rights  Food choices and the environment  Caring for others  Prejudice and discrimination  Valuing diversity  National democracy | |
| Year 5 and 6  Economic wellbeing | Borrowing  Income and expenditure  Risks with money  Prioritising spending  Stereotypes in the workplace | Attitudes to money  Keeping money safe  Gambling  What jobs are available  Career routes | |
| Transition | 1 lesson transition | | |