



Personal, Social, Health and Economic Education (PSHE) including Relationship & Sex Education (RSE) Yearly Overview



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Mental health and emotional wellbeing Feelings	Mental health and emotional wellbeing Friendship	Mental health and emotional wellbeing Strengths and challenges	Physical health and wellbeing What is important to me?	Mental health and emotional wellbeing Dealing with feelings	Mental health and emotional wellbeing Healthy minds
Autumn 2	Physical health and wellbeing Fun times <i>*OPPS: consent</i>	Keeping safe and managing risk Indoors and outdoors <i>*OPPS: trainlines</i>	Physical health and wellbeing What helps me choose?	Keeping safe and managing risk Playing safe <i>*OPPS: trainlines</i>	Physical health and wellbeing In the media	Keeping safe and managing risk Out and about <i>*OPPS: anti-social behaviour</i>
Spring 1	Keeping safe and managing risk Feeling safe <i>*OPPS: trainlines</i>	Physical health and wellbeing What keeps me healthy? <i>*OPPS: consent</i>	Keeping safe and managing risk Bullying – see it, say it, stop it <i>*OPPS: anti-bullying champions</i>	Identity, society and equality Democracy	Keeping safe and managing risk Making safer choices <i>*OPPS: cycle safety</i>	Identity, society and equality Human rights
Spring 2	Drug, alcohol and tobacco education What do we put into and on to bodies?	Drug, alcohol and tobacco education Medicines and me	Drug, alcohol and tobacco education Tobacco is a drug <i>*OPPS: consent</i>	Drug, alcohol and tobacco education Making choices <i>*OPPS: consent</i>	Drug, alcohol and tobacco education Different influences <i>*OPPS: consent</i>	Drug, alcohol and tobacco education Weighing up risk
Summer 1	Identity, society and equality Me and others	Relationships and health education Growing up and changing	Identity, society and equality Celebrating difference	Relationships and health education Growing up and changing	Identity, society and equality Stereotypes, discrimination and prejudice	Relationships and health education Healthy relationships <i>*OPPS: consent</i>
Summer 2	Careers, financial capability and economic wellbeing My money	Relationships and health education Growing up and changing	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Relationships and health education Growing up and changing	Careers, financial capability and economic wellbeing Borrowing and earning money	Relationships and health education Healthy relationships <i>*OPPS: consent</i>



EYFS

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

ELG: Self-Regulation

Children at the expected level of development will: -

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- 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.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.



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Year 1

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
<p>Mental health and emotional wellbeing: Feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about different types of feelings about managing different feelings about change or loss and how this can feel <p>KASE: Empathetic, Self-aware, Reflective</p>	<p>Physical health and wellbeing: Fun times</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about food that is associated with special times, in different cultures about active playground games from around the world about sun-safety (taught in Summer 1) <p>KASE: Empathetic, Reflective</p>	<p>Keeping safe and managing risk: Feeling safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> safety in familiar situations about personal safety about people who help keep them safe outside the home <p>Online safety: Understand they and adults have the responsibility to keep themselves safe online.</p> <p>OPPS: trainlines (as in close proximity to school) OPPS: consent (NSPCC PANTS, sexual violence prevalent in local crime statistics)</p> <p>KASE: Reflective, Communicative</p>
<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Drug, alcohol and tobacco education: What do we put into and on to bodies?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about what can go into bodies and how it can make people feel <p>KASE: Communicative, Fluent</p>	<p>Identity, society and equality: Me and others</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about what makes themselves and others special about roles and responsibilities at home and school about being co-operative with others <p>Physical health and wellbeing: Fun times</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about sun-safety <p>KASE: Empathetic, Self-aware</p>	<p>Careers, financial capability and economic wellbeing: My money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about where money comes from and making choices when spending money about saving money and how to keep it safe about the different jobs people do <p>KASE: Autonomous, Purposeful, Responsible</p>
<p>Emotion Vocabulary: Fair, unfair, worried, peaceful, proud, love, loss (and Reception words: happy, excited, sad, upset, kind, unkind, angry, calm)</p> <p>Linked Stories: Silly Billy – Anthony Brown Augustus and his smile – Catherine Rayner Bob's Blue Period – Marion Dencharf Have you filled a bucket today? Carol McCloud</p>		



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Year 2


<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
<p>Mental health and emotional wellbeing: Friendship</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about the importance of special people in their lives about making friends and who can help with friendships about solving problems that might arise with friendships <p>KASE: Resilient, Empathetic, Reflective</p>	<p>Keeping safe and managing risk: Indoors and outdoors</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about keeping safe in the home, including fire safety about keeping safe outside about road safety <p>Online safety: Understand the safe use of personal information online. Show awareness of age appropriate websites and apps.</p> <p>OPPS: trainlines (as in close proximity to school)</p> <p>KASE: Responsible, Metacognitive</p>	<p>Physical health and wellbeing: What keeps me healthy?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about eating well about the importance of physical activity, sleep and rest about people who help us to stay healthy and well and about basic health and hygiene routines <p>OPPS: consent (NSPCC PANTS, sexual violence prevalent in local crime statistics)</p> <p>KASE: Self-aware, Expert, Self-regulating</p>
<u>Autumn 2</u>	<u>Spring 2</u>	<u>Summer 2</u>
<p>Drug, alcohol and tobacco education: Medicines and me</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> why medicines are taken where medicines come from about keeping themselves safe around medicines that medicines can be used to manage and treat medical conditions such as asthma & that it is important to follow instructions when using them. <p>KASE: Fluent, Communicative</p> <p>Emotion Vocabulary: Joy, grateful, hopeful, gladness, nervous, frustration, irritation (and words from previous year groups)</p>	<p>Relationships and health education: Growing up and changing</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> to understand and respect the differences and similarities between people about the biological differences between male and female animals and their role in the life cycle the biological differences between male and female children about growing from young to old and that they are growing and changing that everybody needs to be cared for and ways in which they care for others about different types of family and how their home-life is special <p>KASE: Expert, Fluent, Empathetic</p> <p>Linked stories: You're a rude pig Bertie! – Claudia Boldt Hello Happy! Happy, Sad and Feeling Glad – Yasmeen Ismail The Red Beast – K.I. Al-Ghani</p>	



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Year 3

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
<p>Mental health and emotional wellbeing: Strengths and challenges</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about celebrating achievements and setting personal goals about dealing with put-downs about positive ways to deal with set-backs <p>KASE: Engaged and Enthused, Reflective, Resilient</p>	<p>Physical health and wellbeing: What helps me choose?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about making healthy choices about food and drinks about how branding can affect what foods people choose to buy about keeping active and some of the challenges of this <p>KASE: Reflective, Self-aware, Responsible</p>	<p>Keeping safe and managing risk: Bullying – see it, say it, stop it </p> <p>Pupils learn:</p> <ul style="list-style-type: none"> to recognise bullying and how it can make people feel about different types of bullying and how to respond to incidents of bullying about what to do if they witness bullying <p>Online safety: Recognise acceptable and unacceptable behaviour when using different technologies, who to report it to and how.</p> <p>OPPS: anti-bullying champions</p> <p>KASE: Reflective, Empathetic</p>
<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Identity, society and equality: Celebrating difference</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about valuing the similarities and differences between themselves and others about what is meant by community about belonging to groups <p>OPPS: consent</p> <p>KASE: Purposeful, Empathetic</p>	<p>Drug, alcohol and tobacco education: Tobacco is a drug</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> the definition of a drug and that drugs (including medicines) can be harmful to people about the effects and risks of smoking tobacco and second-hand smoke about the help available for people to remain smoke free or stop smoking <p>KASE: Expert, Reflective</p>	<p>Careers, financial capability and economic wellbeing: Saving, spending and budgeting</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about what influences people's choices about spending and saving money how people can keep track of their money about the world of work <p>KASE: Responsible, Autonomous, Problem-solving</p>
<p>Emotion Vocabulary: Self-motivated, empathy, self-worth, feeling 'blue', anxious, doubt, fear (and words from previous year groups)</p>		
<p>Linked stories: Teenie Weenie in a Too Big World - Margot Sunderland Ruby & the Rubbish Bin – Margot Sunderland Beautiful Oops! Barney Saltzberg On Sudden Hill – Linda Sarah & Benji Davies The Huge Bag of Worries – Virginia Ironside</p>		



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Year 4



<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
<p>Physical health and wellbeing: What is important to me?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • why people may eat or avoid certain foods (religious, moral, cultural or health reasons) • about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) • about the importance of getting enough sleep <p>KASE: Empathetic, Self-aware</p>	<p>Keeping safe and managing risk: Playing safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • how to be safe in their computer gaming habits • about keeping safe near roads, rail, water, building sites and around fireworks • about what to do in an emergency and basic emergency first aid procedure <p>Online safety: Understand the rules and consequences of their online behaviour.</p> <p>OPPS: trainlines (as in close proximity to school)</p> <p>KASE: Reflective, Purposeful</p>	<p>Identity, society and equality: Democracy</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about Britain as a democratic society • about how laws are made • learn about the local council <p>KASE: Expert, Communicative, Responsible</p>
<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Drug, alcohol and tobacco education: Making choices</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them • about the effects and risks of drinking alcohol • about different patterns of behaviour that are related to drug use <p>OPPS: consent</p> <p>KASE: Reflective, Expert</p>	<p>Relationships and health education: Growing up and changing</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about the way we grow and change throughout the human lifecycle • about the physical changes associated with puberty • about menstruation and wet dreams • about the impact of puberty in physical hygiene and strategies for managing this • how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty • strategies to deal with feelings in the context of relationships • to answer each other's questions about puberty with confidence, to seek support and advice when they need it <p>Keeping safe and managing risk: Playing safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About water safety (link with holidays and hot weather) <p>KASE: Expert, Self-regulating, Empathetic</p>	
<p>Emotion Vocabulary: Stressed, destress, cheerful, assertive, amused, envy, shame, embarrassment, inspiration (and words from previous year groups)</p>		
<p>Linked stories: No Worries A Wibble called Biple – Margot Sunderland Willy and the Wobbly House – Margot Sunderland My Many Coloured Days – Dr Seuss</p>		



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Year 5




<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
<p>Mental health and emotional wellbeing: Dealing with feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about a wide range of emotions and feelings and how these are experienced in the body about times of change and how this can make people feel about the feelings associated with loss, grief and bereavement <p>KASE: Reflective, Self-regulating, Empathetic, Purposeful</p>	<p>Physical health and wellbeing: In the media</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> that messages given on food adverts can be misleading about role models about how the media can manipulate images and that these images may not reflect reality <p>KASE: Reflective, Problem-solving, Self-aware, Champion</p>	<p>Keeping safe and managing risk: When things go wrong </p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about keeping safe online that violence within relationships is not acceptable about problems that can occur when someone goes missing from home <p>Online safety: Respectful use of mobile technology and how our digital footprint is created.</p> <p>OPPS: cycle safety (to complement Bikeability)</p> <p>KASE: Expert, Fluent, Self-aware, Pragmatic</p>
<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Drug, alcohol and tobacco education: Different influences </p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis about different influences on drug use – alcohol, tobacco and nicotine products strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol <p>OPPS: consent</p> <p>KASE: Communicative, Self-aware, Reflective, Expert</p>	<p>Identity, society and equality: Stereotypes, discrimination and prejudice (including tackling homophobia)</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about stereotyping, including gender stereotyping about prejudice and discrimination and how this can make people feel <p>KASE: Expert, Empathetic, Communicative</p>	<p>Careers, financial capability and economic wellbeing: Borrowing and earning money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> that money can be borrowed but there are risks associated with this about enterprise what influences people's decisions about careers <p>KASE: Cosmopolitan, Problem-solving, Autonomous</p>
<p>Emotion Vocabulary: Resilience, strong, hope, awe, wonder, guilt, grief, panic, despair (and words from previous year groups)</p>	<p>Linked Stories:</p> <p>Beyond the fence – Maria Gulemetowa Have you filled a bucket today? – Carol McCloud</p> <p>The Invisible Boy – Trudy Ludwig Scrambled Heads – Emily Palmer</p> <p>The Frog who longed for the moon to smile – Margot Sunderland</p>	



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Year 6

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
<p>Mental health and emotional wellbeing: Healthy minds </p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • what mental health is • about what can affect mental health and some ways of dealing with this • about some everyday ways to look after mental health • about the stigma and discrimination that can surround mental health <p>KASE: Reflective, Self-regulating, Empathetic, Purposeful</p>	<p>Keeping safe and managing risk: Keeping safe - out and about </p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about feelings of being out and about in the local area with increasing independence • about recognising and responding to peer pressure • about the consequences of anti-social behaviour (including gangs and gang related behaviour) <p>Online safety: Recognise acceptable and unacceptable behaviour when using social media including how I present myself online.</p> <p>OPPS: anti-social behaviour (prevalent in local crime statistics)</p> <p>KASE: Risk-tolerant, Self-regulating, Self-aware</p>	<p>Identity, society and equality: Human rights</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about people who have moved locally from other places, (including the experience of refugees) • about human rights and the UN Convention on the Rights of the Child • about homelessness <p>KASE: Expert, Empathetic, Communicative</p>
<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Drug, alcohol and tobacco education: Weighing up risk </p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs • about assessing the level of risk in different situations involving drug use • about ways to manage risk in situations involving drug use <p>KASE: Expert, Fluent, Self-aware, Pragmatic</p>	<p>Relationships and health education: Healthy relationships / How a baby is made</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about the changes that occur during puberty • to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact • what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships • about human reproduction in the context of the human lifecycle • how a baby is made and grows (conception and pregnancy) • about roles and responsibilities of carers and parents • to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it <p>OPPS: consent (sexual violence prevalent in local crime statistics)</p> <p>KASE: Reflective, Resilient, Empathetic</p>	



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Emotion Vocabulary: Empowered, enlightened, gratitude, contentment, depression, rage, jealousy (and words from previous year groups)

Linked Stories:

Black Dog – Levi Pinfold

How Hattie Hated Kindness – Margot Sunderland

Suggested resources

www.onceuponapicture.co.uk

Mental health and emotional wellbeing

Physical health and wellbeing

Keeping safe and managing risk

Drug, alcohol and tobacco education

Identity, society and equality

Careers, financial capability and economic wellbeing

- MoneySense website (Natwest) – Key Stage 1 and Key Stage 2

Relationships and health education