

## PSHE (including RSE & Health Education) Overview



	EYFS	KS1	Lower KS2	Upper KS2
Respectful Relationships	<ul style="list-style-type: none"> <li>Social phrases- Stop I don't like it, Please can I play etc.</li> <li>School rules and pro-social behaviours</li> <li>Turn taking</li> <li>Good listening</li> <li>Using words to express needs</li> </ul>	<ul style="list-style-type: none"> <li>What is respect- link to school rules and need for rules</li> <li>Diversity as a strength of community and positive regard for own uniqueness</li> <li>How own behaviours influence others and show respect/ disrespect (inc. manners,)</li> <li>Definition of bullying</li> <li>How respect can be shown to world around us too</li> <li>Personal space as bubble (initial stage of consent)</li> </ul>	<ul style="list-style-type: none"> <li>Bullying can be online or in person. Respect is needed online too</li> <li>Diversity can be seen in age, race, faith</li> <li>Bullying or 'discrimination' is disrespectful and negatively impacts MH &amp; physical health.</li> <li>What respectful behaviours at home and school look like</li> <li>Different cultures have different ways of showing respect (link to RE)</li> <li>How rules, laws and boundaries support individuals and society (link to British Values)</li> <li>That a surprise is pleasant for the receiver, that secrets can be hurtful or unsafe and that privacy can help keep us safe.</li> <li>Saving energy, reducing pollution and using green transport is respecting environment</li> </ul>	<ul style="list-style-type: none"> <li>That diversity is a strength and respecting diversity is the opposite of discrimination.</li> <li>That stereotypes are generalised assumptions about someone and can be based on appearance gender (jobs, skills) or sexual orientation.</li> <li>That not respecting diversity and stereotypes can lead to wider issues in society that can be seen in History e.g. Holocaust, and BLM protests.</li> <li>All humans have basic human rights.</li> <li>How identity is made up of many different components including gender, biological sex, age, race, values, beliefs, habits, lifestyle etc.</li> <li><b>That changes to your body occur depending on biological sex as puberty approaches and these changes can affect emotions, thoughts, mental health, and physical changes.</b></li> </ul>
Respectful Relationships: Fabulous Friendships		<ul style="list-style-type: none"> <li>Being and choosing positive friends</li> <li>Turn taking as conflict resolution</li> <li>What loneliness is and link to MH</li> <li>What is trust? Naming trusted friends and why we trust them?</li> <li>Difference between secret and surprise</li> </ul>	<ul style="list-style-type: none"> <li>Basic conflict spiral and how people may respond to conflict</li> <li>Impact of friendships on MH- positive</li> <li>Why telling truth is important and how truth affects friendships</li> <li>Preventing loneliness- strategies to include others, read body language, impact of loneliness on MH</li> <li>Resilience activities (link to Growth Mindset from previous cycle)</li> <li>Where to get help when friendships have conflict</li> </ul>	<ul style="list-style-type: none"> <li>The influences friends have on choices +ve or peer pressure</li> <li>That my friendships may change over time and how to deal with the loss or feelings of that</li> <li>Some ways that I can appropriately support my friends if they are struggling and know when to seek help</li> <li>loyalty- what is it and how does it affect relationships</li> <li>social medias influence on loneliness and isolation</li> <li>Peer mediation, appropriate help for others' conflicts.</li> </ul>
Families	<ul style="list-style-type: none"> <li>Family members that are special to us</li> <li>Grandparents and history</li> </ul>	<ul style="list-style-type: none"> <li>Diversity of families; single parents, grandparent, adoption, same-sex parents</li> <li>Activities that promote connection within families</li> <li>How families look after us/ show care</li> <li>Strategies to cope with distance/ loss in families and changes families may experience</li> <li>Shared experiences/ Celebrations in families (link to RE)</li> <li>How families should meet basic needs for love, shelter, security and belonging. Link between belonging and resilience</li> <li>Who can help when family life is tough</li> </ul>	<ul style="list-style-type: none"> <li>Common characteristics of families despite diversity in make-up or culture</li> <li>Identifying their own role and contribution to family life</li> <li>What a 'value' is and what their family/ school values are</li> <li>Strategies for missing family members or when family life is hard</li> <li>How belonging to family and community affects resilience</li> <li>How love and security shape the brain when we are younger (simple attachment theory)</li> </ul>	<ul style="list-style-type: none"> <li>What a positive relationship looks like physically and mentally</li> <li>What commitment is, compare to loyalty and how others demonstrate commitment by marriage, civil partnerships and life long commitment, how this varies in culture (RE link).</li> <li>How marriages can be celebrated (link to RE), rights and age of consent and legalities of marriage (criminal nature of forced marriage)</li> <li>How stereotypes can influence family life.</li> <li>How finances can affect family life, influences on physical and mental health.</li> <li>Basic budgeting skills</li> </ul>
Staying Safe	<ul style="list-style-type: none"> <li>People who help look after us</li> <li>Range of roles (female firefighters, male nurses etc.)</li> <li>Knowing own address and 999 number and use.</li> </ul>	<ul style="list-style-type: none"> <li>Difference between secret and surprise</li> <li>Body ownership, my body, I choose how to respond to others.</li> <li>What private and privacy means <b>link to parts of body which are 'private'</b></li> <li><b>That someone asking me to stop, or if I say stop then this should be followed, stop means stop</b></li> <li>How to stay safe around roads and traffic including 'stranger danger'. Which adults are safe adults.</li> <li>How to stay safe at home with electricity, fires, cleaning products etc.</li> <li>How to stay safe online by not sharing too much about me, only using apps or games my</li> </ul>	<ul style="list-style-type: none"> <li>What a 'risk'/ 'hazard' is and how to recognise them in school and at home (things on floor, sharp tools, broken equipment, wires and plugs etc.)</li> <li>Items I may find at home that can be risky if misused (solvents, cleaning products, fire equipment)</li> <li>What a drug is, illegal and legal drugs. How habits can be healthy or unhealthy.</li> <li>Which adults I can ask for help in an Emergency. How to keep myself and others safe in an emergency</li> <li>First aid for cuts, bumps, burns</li> <li>Basic fire safety at home</li> <li>Why 'secrets' online can be dangerous</li> <li>How to keep my online information safe with passwords and not oversharing.</li> <li>The difference between keeping something private and an adult helping if I share something that is making me unsafe (disclosure).</li> </ul>	<ul style="list-style-type: none"> <li>Risks vs hazards, vs dangers and how to assess them, risk-benefit judgements</li> <li>Risks and how to reduce them in online contexts (Computing)</li> <li>Basic first aid training (practical)</li> <li>Risks of legal/ illegal drugs on self and others and relevant laws</li> <li>Risks and influence of social media and wider media</li> <li>What is racism and extremism and how to report it including in online contexts.</li> <li>Establishing facts or false information online. (Computing)</li> </ul>

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		<p>parents know about (computing link)</p> <ul style="list-style-type: none"> <li>When to call 999 and how to put someone in the recovery position</li> </ul>		
<p>Mental and Physical Health</p>	<ul style="list-style-type: none"> <li>Personal care-toileting, dressing, <b>dental hygiene</b></li> <li>Names of fruit and vegetables</li> <li>Clothes for seasons.</li> <li><b>Biological sex, male and female genitalia names- 'doctor names'.</b></li> </ul>	<ul style="list-style-type: none"> <li>Names of common emotions and their value</li> <li>Strategies for responding to emotions</li> <li>Looking after bodies includes medicines, good food and exercise as well as hygiene</li> <li>Exploring enjoyable ways of exercising and how this makes you feel.</li> <li>Safe use of medicines</li> <li>How germs spread- simple hygiene</li> <li>Importance of oral hygiene</li> <li>How sleep or lack of affects body and mood.</li> <li><b>That all of our bodies need looking after, that we have some body parts that are 'private' and their names penis, testicles, vagina. Link to NSPCC Pantosaurus lesson and 'Keeping safe'</b></li> </ul>	<ul style="list-style-type: none"> <li>What an 'informed choice' is</li> <li>How exercise effects mood and physical health</li> <li>Setting goals and concept of 'growth mindset' and resilience activities for MH</li> <li>Components of healthy diet- proportions</li> <li>What a habit is and how 'habits' build lifestyles-</li> <li>Impact of diet on oral, digestive and physical health (link to science)</li> <li>Difference between virus, bacteria and germs, impact of vaccines</li> <li>Emotions and mental health on spectrum and multiple emotions can be felt simultaneously- how to share emotions healthily, how others may show emotions</li> <li>Practical opportunities to plan and make healthy foods (link to D&amp;T)</li> <li><b>Naming parts of the body including genitalia.</b></li> <li><b>Looking after the body by exercising, nutrition, washing, bathing, cleaning teeth, washing hands, using deodorant as we get older</b></li> <li>What evidence we may see of a healthy body/ mind (stamina, good hygiene, good diet, resilience, connections with others, positive relationships. Conversely low energy, isolation, poor diet, eating too much or too little, poor hygiene).</li> <li><b>Year 4- revision of: menstruation and biological pubescent changes male and female, sanitary protection, strategies for symptoms</b></li> </ul>	<ul style="list-style-type: none"> <li>How thoughts influence actions and behaviours and strategies to help with unhelpful thoughts</li> <li>Benefits of time outside for physical and mental health</li> <li>Affect of screen time on physical and mental health</li> <li>How our 'bubble' and touch-good or bad affects health e.g. bullying, positive comfort</li> <li>How physical and mental health are interlinked.</li> <li>What 'self-care is' and how looking after our bodies fits with it</li> <li>Sun safety- all year round, risk of sun damage.</li> <li><b>Names of internal and external genitalia</b></li> <li>Year 5- revision of: menstruation and biological pubescent changes male and female, sanitary protection, strategies for symptoms</li> <li><b>Year 6 – reproduction and birth as life cycle</b> -conception can be prevented by contraception - needs of babies and their high level of care.</li> </ul>