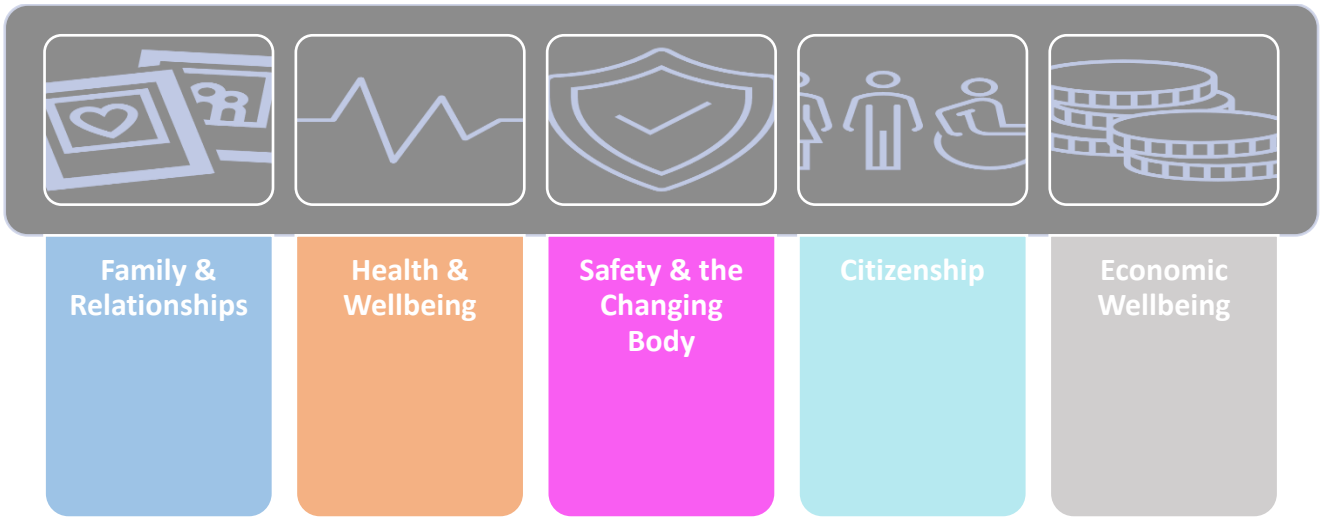
St Stephen's
CE Primary School

PSHE/RHSE Curriculum Overview

"Learning, loving and growing; together as God's children."

Our Approach

Our **cyclical** curriculum is built on the National Curriculum, Equality Act, Statutory RSE and Health Education Guidance from the DFE and also references to the PSHE Association Programmes of Study from Y1 onwards as a **weekly 30 minute** lesson. It is broken down into the 5 aspects below and our pupils revisit these aspects each year. Each time they revisit an aspect, it is with **increasing complexity** to build on their **prior knowledge** in that aspect from the year before. In addition during Y6, our pupils focus on **identity**, thinking about what makes us who we are and body image. In EYFS we use the **Happy Mind Resources** as part of our approach to PSED and to build the foundations of PSHE/RSE and each week from Y1-Y6 a 30 minute Happy Mind session is undertaken following an introduction assembly. Scrapbooks are used from EYFS-Y6 to document pupils learning in this area. The school is an Ambassador school for **Picture News**, which links directly to the **"British Values"** to support our pupils to **reflect** on and **talk** about current events and their impact on their own lives and the lives of others.



EYFS Overview

Year	Autumn	Spring	Summer
EYFS	**Healthy Mind & Meet Your Brain** **Self-Regulation** • Talk with others to solve conflicts. • Help to find solutions to conflicts and rivalries • Begin to express feelings and consider the feelings of others • Begin to set own goals and show resilience and perseverance in the face of challenge • Begin to identify and moderate own feelings socially and emotionally **Managing Self** • Manage own self-care needs. • Develop confidence to try new activities and show independence • Know and begin to talk about the different factors that support their overall health and wellbeing **Building Relationships** • Begin to see own self as a valuable individual. • Begin to build constructive and respectful relationships Healthy Mind/Emotions Healthy Lifestyle/Good night's sleep	**Celebrate & Appreciate** **Self-Regulation** • Express feelings and consider the feelings of others • Set own goals and show resilience and perseverance in the face of challenge • Identify and moderate own feelings socially and emotionally • Think about the perspectives of others **Managing Self** • Manage own self-care needs • Know and talk about the different factors that support their overall health and wellbeing **Building Relationships** • See self as a valuable individual • Build constructive and respectful relationships Oral Health Keeping Clean How to eat Healthy	**Relate & Engage** **Self-Regulation** • 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. **Managing Self** • 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. **Building Relationships** • 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 Having a positive impact on the world around us Importance of Exercise

Continuous Provision Enhancements

- Throughout each day pupils will develop independence in self-care through getting ready for outdoor play and through learning different routines.
- Activities will regular provide children with choices to make and will also develop positive attitudes towards diet and physical activity.
- A range of books will allow pupils to discuss different families, feelings, friendship and emotions.
- Role play, small world and construction will provide opportunities for children to explore everyday scenarios and take on different roles and responsibilities.

KS1 Overview

Year	Autumn		Spring		Summer	
1	**Families & Relationships** • Exploring how families can be different. • The characteristics and impact of positive friendships. • Learning that issues can be overcome. • To understand that people show feelings differently and that stereotyping is unfair.	**Health & Wellbeing** • Exploring personal qualities. • Develop strategies to manage feelings. • Explain the impact of sleep and relaxation on wellbeing. • Understand the importance of hand washing and sun protection. • Know how to deal with allergic reactions. • Name people in the community who keep us healthy.	**Safety & the Changing Body** • Learning how to respond to adults in different situations. • Distinguishing appropriate and inappropriate physical contact. • Understanding what to do if lost and how to call the emergency services. • Identify hazards in the home. • Name people in the community who keep us safe	**Economic Wellbeing** • Learning about what money is and where it comes from. • Explain how to keep cash safe. • Understand the function of banks and building societies. • Talk about the benefits of spending and saving money. • Name some of the jobs roles in schools.	**Citizenship** • Learning about: the importance of rules and consequences of not following them. • Caring for the needs of babies, young children and animals;. • Explore our similarities and differences. • Understand what the term democracy means.	**Transition** • Explore differences in Y2. • Undertake a visit to new classroom and experience moving up sessions. • Develop questions to interview new class teacher.
2	**Families & Relationships** • Understand that families are composed of different people who offer each other care and support. • Know how other people show their feelings and how to respond. • Explain the conventions of manners. • Develop understanding of self-respect.	**Health & Wellbeing** • Understand the benefits of exercise and relaxation on physical health and wellbeing. • Name strategies to manage different emotions. • Know how to set goals to develop a growth mindset. • Understand dental hygiene processes.	**Safety & the Changing Body** • Develop an understanding of safety on roads. • Explain how to use medicines safely. • Link online safety work covered in autumn distinguishing secrets from surprises. • Name body parts and look at the concept of privacy.	**Economic Wellbeing** • Learning about where money comes from. • Understand how to look after money by explaining what this looks like in real life contexts. • Understand why we use banks and building societies.	**Citizenship** • Learning about rules outside school. • Define how we can care for the school and local environment. • Explore the roles people have within the local community to look after it. • Understand how school councils work and voice an opinion.	**Transition** • Explore differences in KS2. • Undertake a visit to new classroom and experience moving up sessions. • Develop questions to interview new class teacher.

KS2 Overview

Year	Autumn		Spring		Summer	
3	**Families & Relationships** • Understand how to resolve relationship problems. • Understand what effective listening skills are. • Understand non-verbal communication. • Understand the impact of bullying and what action can be taken. • Explore trust-who to trust and that stereotyping can exist.	**Health & Wellbeing** • Understand that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation. • Explore identity through groups we belong to. • Understand how our strengths can be used to help others. • Learn how to solve problems by breaking them down.	**Safety & the Changing Body** • Know how to call the emergency services. • Explain how to respond to bites and stings. • Understand how to be a responsible digital citizen; by knowing what cyberbullying is. • Identify unsafe digital content and know how to respond. • Understand about influences and making independent choices. • Build on awareness of road safety.	**Economic Wellbeing** • Know how to create a budget. • Understand the different ways of paying for things. • Explore the emotional impact of money and the ethics of spending. • Start to think about potential jobs and careers.	**Citizenship** • Understand what we mean by children's rights. • Explore why we have rules. • Look at the roles of local community groups, charities and recycling. • Research local democracy in action.	**Transition** • Explore differences in Y4. • Undertake a visit to new classroom and experience moving up sessions. • Develop questions to interview new class teacher.
4	**Families & Relationships** • Understand that families are varied and differences must be respected. • Understand the roles of the bully, victim and bystander in terms of physical and emotional aspects. • Know how behaviour affects others. • Explain what appropriate manners are. • Explain what bereavement is and how it effects people.	**Health & Wellbeing** • Develop emotional maturity through earning that we experience a range of emotions and are responsible for these. • Appreciating the emotions of others. • Develop a growth mindset further through identifying calming activities. • Explain key steps in dental hygiene.	**Safety & the Changing Body** • Explain the difference between private and public information and relate this to the online world. • Understand age restrictions and why they exist. • Know the physical and emotional changes in puberty. • Understand the risks associated with tobacco. • Explain how to help someone with asthma.	**Economic Wellbeing** • Explore the choices associated with spending money through real life scenarios. • Understand what makes something good value for money. • Develop career aspirations. • Understand what influences career choices.	**Citizenship** • Understand what human rights are. • Explain how to look after the local environment. • Explore the role of groups within the local community who help to look after it. • Understand the role of the local government.	**Transition** • Explore differences in Y5. • Undertake a visit to new classroom and experience moving up sessions. • Develop questions to interview new class teacher.

5	**Families & Relationships** • Understand what marriage is and means. • Know what to do if someone feels unsafe in their family. • Explain that issues can strengthen a friendship. • Explore the impact of bullying and what influences a bully's behaviour. • Explain how to appreciate our attributes.	**Health & Wellbeing** • Explain how to take greater responsibility for sleep, sun safety, healthy eating and managing feelings. • Reflect on setting goals and embracing failure. • Understand the importance of rest and relaxation.	**Safety & the Changing Body** • Understand how influencing online works. • Explain strategies to stay safe online. • Explain how to administer first aid to someone who is bleeding.	**Economic Wellbeing** • Understand about income and expenditure. Explain how borrowing money works and the risks. • Explore other risks with money and stereotypes in the workplace.	**Citizenship** • Understand how parliament works. • Explain the role of pressure groups. • Understand about rights and responsibilities of the impact of energy on the planet. • Know how to contribute to the community.	**Transition** • Explore differences in Y6. • Undertake a visit to new classroom and experience moving up sessions. • Develop questions to interview new class teacher. • Explore preparations for High School and understand the process.
6	**Families & Relationships** • Understand how to resolve conflict, through negotiation and compromise. • Explain about respect, understanding that everyone deserves to be respected. • Understand about the impact and effects of grief and sources of help.	**Health & Wellbeing** • Explain about the importance of diet, oral hygiene and physical activity. • Understand the facts around immunisation. • Explore rest and relaxation and how they affect physical and mental health. • Know strategies for being resilient in challenging situations and planning for long-term goals.	**Safety & the Changing Body** • Understand the reliability of online information. • Explain the changes experienced during puberty. • Know how a baby is conceived and develops. • Understand the risks associated with alcohol. • Explain how to administer first aid to someone who is choking or unresponsive. • Explore the emotional and physical changes of puberty, including menstruation.	**Economic Wellbeing** • Explore attitudes to money through real life scenarios. • Know, how to keep money safe. • Explore different career paths and the variety of different jobs available.	**Citizenship** • Examine human rights further to build on work done in Y4 to understand the impact on food choices and the environment. Explore caring for others through recognising discrimination, and valuing diversity. • Understand what National democracy is and how it links to other systems.	**Transition & Identity** • Secondary school visits take place. • Understand strategies to deal with change. • Two lessons on the theme of personal identity and body image.