



Northowram Primary School **RSE & PSHE** Curriculum Overview (from September 2021)

Year Group		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Family and relationship	<ul style="list-style-type: none"> • Introduction to RSE • What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendships 	<ul style="list-style-type: none"> • Introduction to RSE • Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change 	<ul style="list-style-type: none"> • Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping 	<ul style="list-style-type: none"> • Introduction to RSE • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change 	<ul style="list-style-type: none"> • Introduction to RSE • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying 	<ul style="list-style-type: none"> • Introduction to RSE • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change
Autumn 2	Safety and the changing body	<ul style="list-style-type: none"> • Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help to keep us safe 	<ul style="list-style-type: none"> • The Internet • Communicating online • Secrets and surprises • Appropriate contact • Road safety • Drug education 	<ul style="list-style-type: none"> • Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe 	<ul style="list-style-type: none"> • Online restrictions • Share aware • Basic first aid • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty) 	<ul style="list-style-type: none"> • Online friendships • Identifying online dangers • The changing adolescent body (puberty, including menstruation) • First aid • Drug education 	<ul style="list-style-type: none"> • Drugs alcohol & tobacco • First aid • Critical digital consumers • Social media • The changing adolescent body (puberty, conception, birth)
Spring 1	Health and wellbeing	<ul style="list-style-type: none"> • Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy 	<ul style="list-style-type: none"> • Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health 	<ul style="list-style-type: none"> • My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health 	<ul style="list-style-type: none"> • Diet and dental health • Visualisation • Celebrating mistakes • My role • My happiness • Emotions • Mental health 	<ul style="list-style-type: none"> • Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety 	<ul style="list-style-type: none"> • What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Health concerns • Creating habits

							<ul style="list-style-type: none"> The effects of technology on health
Spring 2	Citizenship	<p>Responsibility Rules Caring for others: Animals The needs of others</p> <p>Community Similar, yet different Belonging</p> <p>Democracy Democratic decisions</p>	<p>Responsibility Rules beyond school Our school environment Our local environment</p> <p>Community Job roles in our local community Similar yet different: My local community</p> <p>Democracy School Council Giving my opinion</p>	<p>Responsibility Rights of the child Rights and responsibilities Recycling</p> <p>Community Local community groups Charity</p> <p>Democracy Local democracy Rules</p>	<p>Responsibility What are human rights? Caring for the environment</p> <p>Community Community groups Contributing Diverse communities</p> <p>Democracy Local councillors</p>	<p>Responsibility Breaking the law Rights and responsibilities Protecting the planet</p> <p>Community Contributing to the community Pressure groups</p> <p>Democracy Parliament</p>	<p>Responsibility Human rights Food choices and the environment Caring for others</p> <p>Community Prejudice and discrimination Valuing diversity</p> <p>Democracy National democracy</p>
Summer 1 & Part of Summer 2	Economic wellbeing	<p>Money Introduction to money Looking after money Banks and building societies Saving and spending</p> <p>Career and aspirations Jobs in school</p>	<p>Money Where money comes from Needs and wants Wants and needs Looking after money</p> <p>Career and aspirations Jobs</p>	<p>Money Ways of paying Budgeting How spending affects others Impact of spending</p> <p>Career and aspirations Jobs and careers Gender and careers</p>	<p>Money Spending choices/ value for money Keeping track of money Looking after money</p> <p>Career and aspirations Influences on career choices Jobs for me</p>	<p>Money Borrowing Income and expenditure Risks with money Prioritising spending</p> <p>Career and aspirations Stereotypes in the workplace</p>	<p>Money Attitudes to money Keeping money safe Gambling</p> <p>Career and aspirations What jobs are available Career routes</p>
Summer 2	Transition Identity	Transition	Transition	Transition	Transition	Transition	<p>Transition</p> <p>What is identity Gender identity Identity and body image</p>

PSHE in EYFS; All aspects of Personal, Social and Emotional development underpin our EYFS curriculum. Learning outcomes are ongoing across the year. Children are continuously monitored and any concerns are addressed.

Three and Four-Year-Olds

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Children in Reception

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
 - Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian

Early Learning Goals

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.

Specific Learning Opportunities in Continuous Provision/Teaching Sessions.

Role-play bus and vehicle play, taking turns and negotiating with peers. Discussion about 'Naughty' and our school rules. Road safety. School rule 'Be safe'.

What is special about me? How do the owls (babies and mum) feel at different points in the story? Have you ever felt this way? Establishing daily routines; toileting/handwashing/snack

Teach school rules and focus on 'Ready to learn'. Teach strategies to join or initiate play.

Discussion about helping people; why is it important to help people? Which people have helped you? Making a 'happy spell'. Who would you want to help and why? Do you think the witch is always happy to help? Do people always behave the same way? Being helpful, making a 'helpful spell' who would you help and why? Being helpful and kind (school rules) (kind hands, feet and words, being ready to learn) Woodland animal play, listening to others, negotiating, taking turns, building on the ideas of others. Discussion about 'Being brave' and 'Trying new things' and why we sometimes need to keep trying when things get tough e.g. performing in front of an audience in our Christmas Production.

Discussion about peace and peaceful places. Mindfulness, reflecting on own feelings and emotions. Why is it important to look ourselves in this way? How else can we look after ourselves?

- Discussion about honesty, related to Pirates. Pirate role-play. What does it mean to be truthful? What happens if you are not honest? (The boy who cried wolf) How does it feel if something you care about is taken or broken? What does being respectful mean? (manners, taking turns, being kind)

Read 'The Ugly Duckling'. Why were the ducklings mean to him? Is it ok to be different? Read 'Little Red Hen'. Why didn't the other animals help the hen? Why is it good to help people?

-Using a toy bear, discuss how the bear might be feeling throughout the story. Children will take turns to give the bear a voice to say how they thought he was feeling and discuss.
-Use the bear from the story (bear hunt) as a springboard for talking about being a friend. If the bear wanted to make friends with the family, what could he do? Children to talk about being a good friend and share ideas..
How do you think Old Bear felt about being put in the attic? How do you think he felt when his friends rescued him? Should we throw old things away? What does old mean? Encourage resilience in activities. Solve problems in play. What is bullying?
-Discuss how kind the third little pig was, letting his brothers share his house. Can the children think of ways that they can be kind to each other and think about each other's feelings?
-Ask the children to think of rules for the wolf to follow. Discuss why it is important to have rules and what might happen to the wolf if he breaks the rules.

- Stranger discussion linked to story. Discuss how Jack felt at different points of the story. Was it ok for Jack to steal? What happens if you steal from people? 'Is it ok if you really want something?'
Why do we need to care for living things? What happens if we don't? How does it feel when people care for us?

Why do we need to eat healthy foods? Sorting and discussion around healthy lifestyles. What else can we do to keep our selves healthy? Review how we need to look after mental health- some people go to special places; Discussion about holy and safe spaces. Look at photos of different places of worship and discuss.
How do you think the vegetables feeling in the story? Why? Do you think the Evil Pea is a bully? Why? What is bullying? Do you think the vegetables should be kind to the Evil Pea even though he wasn't kind to them? How do we feel about change and moving to Year 1? Reflecting on our year in Reception.