

RSE CURRICULUM QUICK OVERVIEW
PSHE /RSE 2021-2022 Catharine Gregory/Paul Schumann

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						<p>ELG</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> • I can regulate my behaviour' • I can show an understanding of my own and others' feelings. • I can wait for what I want. • I can listen to and follow instructions. <p>Managing Self</p> <ul style="list-style-type: none"> • I can show resilience and perseverance when trying new challenges. • I understand and can follow rules. • I can manage my personal needs. • I understand healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> • I can take turns with others. • I can form positive attachments. <p>I can show sensitivity to my own and others' needs</p>
Year 1	<p>Be Yourself</p> <ul style="list-style-type: none"> • I can talk about what makes me special and share what I think and feel with confidence. • I can name some of the different feelings I have and can describe how they feel. • I can talk about things that I like that make me happy and things that make me feel unhappy and cross. 	<p>Britain</p> <ul style="list-style-type: none"> • I can describe ways I help my school community and ways I can help my neighbour. • I can identify things that help and harm my neighbourhood. • I can describe what it is like to live in the British Isles and explore how people in the British Isles can be different and the same. 	<p>TEAM</p> <ul style="list-style-type: none"> • I can talk about the teams I belong to. • I can be a good listener. • I can explain how to be kind and why it is important. • I can talk about unkind behaviour like teasing and bullying. • I can explain how to be a positive learner. • I can identify good and not so good choices. 	<p>Aiming High</p> <ul style="list-style-type: none"> • I can think of star qualities I already have and those I would like to develop. • I can explain how positive learning attitude can help me. • I can talk about jobs people can do and tell my friends what I would like to do. I can understand that that it's a person's interest and skills that make them suited to do that job. • I can think about changes which might happen to me and consider how I feel about them. 	<p>Money Matters</p> <ul style="list-style-type: none"> • I can explain the different forms money comes in and where money comes from. • I can explain how to keep money safe and how this is important. I can explain choices I have about spending money. • I can explain the difference between things we want and things we need and what happens when we go shopping. 	<p>It's My Body</p> <ul style="list-style-type: none"> • I know I can choose what happens to my body. • I can make healthy choices about sleep, exercise, food and drink. • I know how to keep my body clean. • I can choose to keep my mind and body healthy and safe. I know what is safe to eat and drink.

Year 2	Relationships <ul style="list-style-type: none"> • VIP's • Who is important to you? • Who helps to keep you safe? • Working Together/friendships • Caring for and respecting others 	Think Positive <ul style="list-style-type: none"> • How to recognise and name different feelings. • How to keep our bodies healthy. • What are you good at? • How feelings can affect people's bodies and how they behave • How to manage when finding things difficult. 	One World <ul style="list-style-type: none"> • To identify common features of family life. • To recognise the ways they are the same as, and different to other people. • To understand what rules are, why they are needed and why different rules are needed for different situations. • To understand how people and other loving things have different needs • Things they can do to help look after their environment. 	Digital Wellbeing <ul style="list-style-type: none"> • How the internet and digital devices can be used safely to find things out and to communicate with others. • Basic rules to keep safe online including what is meant by personal information and what should be kept private. • Sometimes people may behave differently online, including pretending to be someone they are not. • That not all information seen online is true. 	Safety First <ul style="list-style-type: none"> • About people whose job it is to keep us safe. • Basic techniques for resisting pressure to do something they don't want to so and which may make them unsafe. • Staying safe at home • Staying safe outside • Staying safe around strangers • How to respond if physical contact makes them feel uncomfortable or unsafe. • What to do if there is an accident and someone gets hurt. 	Growing Up <ul style="list-style-type: none"> • What to do if you feel unsafe or worried • To recognise the ways they are the same and different to others. • Growing and changing from young to old and how people's needs change. • About change and loss (including death) to identify feeling associated with this. To recognise what helps people to feel better. • Preparing to move to a new year group.
Year 3	Aiming High <ul style="list-style-type: none"> • Discuss their personal achievements and skills. • Identify what a positive learning attitude is. • Discuss what skills and interests are needed for different jobs and what job they might like to do in the future. 	Team <ul style="list-style-type: none"> • Use pictures to express their thoughts, feelings and worries. • With support, identify a feeling and how it is being expressed. • Show the resolution to a dispute through pictures and with the key words given. 	Money Matters <ul style="list-style-type: none"> • Discuss where money comes from. • Talk about reasons people go to work. • Discuss the choices we have about how to spend our money and how people might get into debt. 	Be Yourself <ul style="list-style-type: none"> • List some of their achievements and say why they are proud of them. • Describe some strategies that they could use to help them cope with uncomfortable feelings. • Explain that the messages they receive from the media about how they should look, think and behave are not always realistic. 	Britain <ul style="list-style-type: none"> • Describe what it is like to live in Britain. • Talk about what democracy is and what rules and laws are. • Describe a diverse society and what being British means to them. 	It's My Body <ul style="list-style-type: none"> • KDP Our bodies – Naming all body parts, including private areas. (taken from year 2) • Understand the importance of sleep, exercise and healthy eating, protect their bodies from ill health. • Understand they can choose what happens to their body and know when a 'secret' should be shared. • Know the difference between medicine and harmful drugs and chemicals.
Year 4	Think Positive <ul style="list-style-type: none"> • recognise and describe a range of positive and negative emotions and what might cause them • discuss changes people may experience in their lives and how they might make them feel. <p>discuss the characteristics of a good learner.</p>	Relationships/ VIP's <ul style="list-style-type: none"> • discuss how the impact of our attitudes affects us when trying to make new friendships; • work together to create a role play about positive resolution techniques; <p>consider healthy friendships and what to do in an unhealthy friendship;</p>	Safety First <ul style="list-style-type: none"> • list some of the dangers we face when we are using roads, water or railways and recognise hazards and dangers in everyday life • identify some common injuries and know they can be treated with first aid and know how to seek help in an emergency (999) • identify some common injuries and know they can be treated with first aid. 	Digital wellbeing <ul style="list-style-type: none"> • identify some positives and negatives of the Internet; <ul style="list-style-type: none"> • assess the reliability of online information; • know why we shouldn't share passwords and private information; <p>explain why we have rules and restrictions around the technology we use.</p>	One World <ul style="list-style-type: none"> • express their own opinions and identify opinions that are different from their own. • know what climate change is. describe similarities and differences between people's lives and know there are organisations working to help people in challenging situations in other communities. 	Growing Up <ul style="list-style-type: none"> • describe some feelings young people might experience as they grow up. <p>understand that there are many different types of families and talk about their own family and the relationships within it.</p>

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Year 5	Be Yourself <ul style="list-style-type: none"> complete scenarios by advising on how to communicate feelings in different situations understand ways to manage uncomfortable feelings discuss the impact of making amends when a mistake has been made 	Team <ul style="list-style-type: none"> demonstrate successful teamwork skills disagree respectfully make compromises. demonstrate ways to care for others within the team discuss the importance and consequences of carrying out shared responsibilities within the class team 	Money Matters <ul style="list-style-type: none"> discuss why advertisers try to influence us. explain the benefits of fair trade discuss how we can make a budget 	Britain <ul style="list-style-type: none"> identify ways of showing respect to people of all faiths and ethnicities; explain what it means to belong to a community discuss national government in relation to democracy and human rights 	Aiming High <ul style="list-style-type: none"> identify skills and attributes that are useful in many roles identify opportunities that might be available to them in the future discuss goals they could set to work towards their ambitions 	It's My Body <ul style="list-style-type: none"> describe some of the changes boys and girls go through during puberty. (taken from Year4) identify the implications of not getting enough sleep understand that many images seen in the media are artificially enhanced understand that the choices they make about their bodies have consequences
Year 6	Think Positive <ul style="list-style-type: none"> talk about their thoughts, feelings and behaviours. identify unhelpful and helpful thoughts. suggest outcomes linked to certain thoughts, feelings and actions. discuss ways in which positive thinking can be beneficial. identify and discuss uncomfortable emotions. identify common choices we have to make in life. use basic mindfulness techniques, when guided. describe what makes a good learner. 	Respecting Rights. <ul style="list-style-type: none"> explain that there are basic human rights that all people share; understand that children have their own rights; understand that human rights are universal and cannot be taken away; recognise that there are people across the world whose rights are not met; understand the importance of being rights-respecting citizens; 	Diverse Britain <ul style="list-style-type: none"> talk about the range of faiths and ethnicities in Britain; explain how and why laws are made; explain what a community is; discuss some roles of local government; describe the basic structure of national government; talk about the role of charities and voluntary groups in the community. 	Drug Education (DARE) <ul style="list-style-type: none"> program curriculum focuses on the following objectives for student learning: Provides the skills for recognizing and resisting social pressures to experiment with tobacco, alcohol, and other drugs. Helps enhance self-esteem. Teaches positive alternatives to substance abuse and other destructive behaviours. Develops skills in risk-assessment, decision-making, and conflict resolution. Builds interpersonal and communication skills 	Relationships VIP's <ul style="list-style-type: none"> share ideas for ways we can care for our VIPs; discuss how a disagreement could be handled with support; explain ways to resist pressure with support; identify which secrets are OK to keep and which need to be shared with support; identify some aspects of healthy and unhealthy relationships; identify different types of relationships. 	Growing Up <ul style="list-style-type: none"> name physical changes young people will experience during puberty. describe emotional changes young people might experience during puberty. appreciate that there is no such thing as a perfect body. list things that all loving relationships have in common. define consent and autonomy (taken from year 5) explain what a sexual relationship is. understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this. explain how babies are conceived and how they are born. identify someone they could talk to about their changing body, should they need to. identify where the pressure to try harmful substances might come from (taken from year 5 – link to DARE)