



PSHE Overview

WHOLE SCHOOL OVERVIEW

At Reddal Hill, we use a PSHE Jigsaw scheme of work. The units are progressive and follow a consecutive order.

Nursery do not follow the Jigsaw scheme of work and deliver PSHE lessons, within their EYFS provision.

Early Years Foundation Stage (EYFS)						
Nursery	Autumn		Spring		Summer	
Self-Regulation	<u>Unit Overview</u> - Can we talk about our feelings using words such as 'happy' or 'sad'? - Can we understand the terms 'mine' and 'yours'?		<u>Unit Overview</u> - Can we talk about our feelings using the terms 'angry' and 'worried'? - Can we say sorry to others, with adult support?		<u>Unit Overview</u> - Can we find solutions to conflicts and rivalries? - Can we develop appropriate ways of being assertive? - Can we begin to show an awareness of the feelings of others? - Can we begin to say sorry to others?	
Managing Self	<u>Unit Overview</u> - With support from an adult, can we make choices? - With adult support, can we get dressed? - With adult guidance, can we use a toilet? - Can we identify when we need to use the toilet? - Can we begin to select and use resources, with help when needed? - Can we join in with tidy up time? - With adult support, can we follow the rules?		<u>Unit Overview</u> - Can we put on our own coats? - Can we wash our hands independently? - Can we show independence when using the toilet? - Can we begin to make our own choices? - Can we select and use resources, with help when needed? - Can we carry out a simple job / task and put a resource away when asked? - Can we follow the school rules with occasional reminders from an adult?		<u>Unit Overview</u> - Can we zip up our coats? - Can we wash and dry our hands independently? - Can we use the toilet independently? - Can we show independence when making healthy choices about food, toileting and drink? - Can we select and use resources with greater independence? - Can we support others? - Can we show an understanding of and follow the rules?	
Building Relationships	<u>Unit Overview</u> - Can we build a relationship with key adult and familiar children? - How can we show that we're happy to play alongside others? - Can you begin to learn the names of adults and children in your group?		<u>Unit Overview</u> - Can we build relationships with other key adults and children? - Can we play confidently with another person, showing an awareness of their ideas? - With support from an adult, can we begin to take turns and share? - Can we use the names of adults and children?		<u>Unit Overview</u> - Can we confidently play with one or more children, extending and elaborating play ideas? - With support from an adult, can we take turns and share? - Can we name a number of adults and children correctly?	
	Autumn		Spring		Summer	
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being me in my own world	Celebrating Difference	Dreams and goals	Healthy me	Relationships	Changing me
	<u>Focus</u> - Children will discuss similarities and differences from their friends and how that is ok as well as recognising and	<u>Focus</u> - Children will be encouraged to discuss what makes them different and how everyone is special in their own way.	<u>Focus</u> - Children will discuss their challenges and facing up to them. They will be discussing their goals for the future. Children will also	<u>Focus</u> - Children learn about their bodies, name key parts as well as how to stay healthy and safe. <u>Overview</u> - Know what the word 'healthy' means.	<u>Focus</u> - Children will be introduced to the key relationships in their lives. They will learn about families and the different roles people play.	<u>Focus</u> - Children are encouraged to think about how they have changed from a baby and what changes they might go through in the future.



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managing feelings and emotions. <u>Overview-</u> Understand similarities and differences between peers. Recognise and manage feelings and emotions. Week 1- Who...me? Week 2- How are we feeling today? Week 3- Being at School Week 4- Gentle Hands Week 5- Our Rights Week 6- Our Responsibilities	<u>Overview-</u> Understand why having friends is important. Understand that people can be good at different things. Know that families and homes may be different. Week 1- What are we good at? Week 2- We're special Week 3- Families Week 4- Houses and Homes Week 5- Making Friends Week 6- Standing up for yourself!	explore jobs they might like when they are older. <u>Overview-</u> Know that it is important to keep trying. Know what a goal is. Know some jobs that they might like to do when they are older. Week 1- Challenge Week 2- Never giving up Week 3- Setting a goal Week 4- Obstacles and support Week 5- Flight to the future Week 6- Footprint Award	Know the names for some parts of their body. Know some things that they need to do to keep healthy. Know how to say no to strangers. Week 1- Why do we need to exercise? Week 2- We like to move it, move it. Week 3- Food glorious food Week 4- Sweet Dreams Week 5- Keeping clean Week 6- Stranger danger	<u>Overview-</u> Know what family is. Know some of the characteristics of healthy and safe friendships. Know that unkind words can never be taken back and they can hurt Week 1- My family and me Week 2- Make friends, make friends never break friends' part 1 Week 3- Make friends, make friends never break friends' part 2 Week 4- Falling out and bullying part 1 Week 5- Falling out and bullying part 2 Week 6- Being the best friends we can be	<u>Overview-</u> Know the names and functions of some parts of the body. Know that we grow from a baby to an adult. Know who to talk to if they are feeling worried. Week 1- My Body Week 2- Respecting my body Week 3- Growing up Week 4- Fun and fears part 1 Week 5- Fun and fears part 2 Week 6- Celebration
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The Early Learning Goals (ELG) for personal, social and emotional development aims to ensure that all pupils:

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 reason for **rules**, know right and 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 each other.
- Form **positive attachment** to adults and friendships with peers.
- Show sensitivity to their own and others' needs.



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All KSI pupils take part in road safety and first aid lessons. These are taught in isolation as a focus week.

Key Stage 1 (KSI)						
	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being me in my own world	Celebrating Difference	Dreams and goals	Healthy me	Relationships	Changing me
Year 1	Focus- Children will be introduced the charter. As a part of this, they will discuss rights and responsibilities, choices and consequences. Overview- Understand the rights and responsibilities of a member of the class Understand their views are important Understand that their choices have consequences Understand their own rights and responsibilities within the classroom. Week 1- Special and safe Week 2- My class Week 3- Rights and Responsibilities Week 4- Rewards and feeling proud Week 5- Consequences Week 6- Owning our learning charter	Focus- Children will learn about what makes us unique and special as well as similarities and differences between people. Touching on what is bullying and what isn't; focusing on friendships. Overview- Know that people have differences and similarities. Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy. Know skills to make friendships. Know that people are unique and that it is ok to be different. Week 1- The same as Week 2- Different from Week 3- What is 'Bullying'? Week 4- What do we do about bullying? Week 5- Making new friends Week 6- Celebrating difference celebrating me	Focus- Children focus on setting simple goals, how to achieve them as well as overcoming difficulties. Children to recognise feelings associated with facing obstacles. Overview- Know how to set and achieve simple goals Know how to work well with a partner and understanding how challenges can stretch our learning Know when a goal is achieved Know how to identify obstacles which might affect our goals Week 1- My treasure chest of success Week 2- Steps to goals Week 3- Achieving together Week 4- Stretchy learning Week 5- Overcoming obstacles Week 6- Celebrating my success	Focus- Children to talk about healthy and unhealthy choices and how these choices make them feel. Children to learn about road safety and how germs can make us feel unwell. Overview- Know the difference between healthy and unhealthy and ways to keep healthy. Know how to keep ourselves clean and how germs can cause illnesses. Know how medicines help us when used correctly. Know to keep safe when crossing the road. Week 1- Being healthy Week 2- Healthy Choices Week 3- Clean and Healthy Week 4- Medicine safety Week 5- Road safety Week 6- Happy, healthy me	Focus- Children to consider the significance of relationships (family, friends, school and community) and why they are important. Children to learn that touch can be kind and unkind. Overview- Know that everyone's families are different and families are founded on love, care and belonging. Know how to make a friend and the characteristics of a healthy friendship. Know that physical contact can be used as a greeting. Know who can help us within our school community. Week 1- Families Week 2- Making Friends Week 3- Greetings Week 4- People who help us Week 5- Being my own best friend Week 6- celebrating my special relationships	Focus- Children to look at animal life cycles and compare them to human life cycles. Children to discuss how the stages change throughout the cycle. Children to be taught the correct terminology for their private parts (see vocab sheet). Overview- Know that animals including humans have life cycles. Know that changes happen when we grow up and we grow at different rates. Know the names of male and female private parts and use the correct names. Know which parts are private and that they belong to that person Week 1- Life cycles Week 2- Changing me Week 3- My changing body Week 4- Boys' and girls' bodies Week 5- Learning and growing Week 6- Coping with changes
Year 2	Being me in my own world	Celebrating Difference	Dreams and goals	Healthy me	Relationships	Changing me



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Focus- Children to discuss the rights and responsibilities, choices and consequences. Children to talk about being special and how to make everyone feel safe in the classroom. Overview- Know the rights and responsibilities of a member of the class. Understand that views are important and our choices have consequences. Understand my own rights and responsibilities in the classroom. Week 1- Hopes and fears for the year Week 2- Rights and responsibilities Week 3- Rewards and consequences Week 4- Rewards and consequences Week 5- Our learning charter Week 6- Owning our learning charter	Focus- Children to talk about gender stereotypes and how girls and boys have similarities and differences. Children to look at the feelings associated with bullying and how it can effect friendships. Overview- Know that there are stereotypes about boys and girls. Know that it is good to be yourself. Know the difference between right and wrong and the role it plays with our friends. Week 1- Boys and girls Week 2- Boys and girls Week 3- Why does bullying happen Week 4- Standing up for myself and others Week 5- Gender Diversity Week 6- Celebrating difference and still being friends	Focus- Children to look at setting realistic goals and how to achieve them with perseverance. Children to work with others in a group and reflect on what went well. Overview- know how to choose realistic goals and how to persevere to achieve them. Know how to recognise what working together looks like and how share success with other people. Week 1- Goals to success Week 2- My learning strengths Week 3- Learning with others Week 4- A group challenge Week 5- A group challenge Week 6- Celebrating our achievement	Focus- Children to look at how to have a healthy relationship with food as well as what makes them stressed and relaxed. Overview- Know what the body needs to stay healthy and how healthy snacks are good for the body. Know what makes them relaxed/stressed. Know how medicines work and how to use them correctly. Week 1- Being healthy Week 2- Being relaxed Week 3- Medicine safety Week 4- Healthy eating Week 5- Healthy eating Week 6- Healthy, happy me	Focus- Children to look at the importance of co-operation, appreciation and trust. Children to look at the importance of trust in a friendship and when to share worry secrets. Overview- Know that everyone's families are different and that families function well when trust, respect, care and love. Know why some friends have conflict and that friendships change overtime. Know there are good secrets and why it is important to share worry secrets. Week 1- Families Week 2- Keeping Safe Week 3- Friends and conflict Week 4-Secrets Week 5- Trust and appreciation Week 6- Celebrating my special relationships	Focus- Children to reflect on the changes that occur in the different life stages. Children to be retaught the correct words for private parts as well as understand acceptable and unacceptable touch. Overview- Know that life cycles exist and that aging is a natural process. Know the physical difference between male and female bodies (see vocab sheet) Know that private parts are special and no one can touch them. Know the difference between acceptable and unacceptable touch. Week 1- Life cycles in nature Week 2- Growing from Young to Old Week 3- The changing me Week 4- Boys' and girls' bodies Week 5- Assertiveness Week 6- Looking ahead
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All LKS2 pupils take part in road safety and first aid lessons. These are taught in isolation as a focus week.

Lower Key Stage 2 (LKS2)						
	Being me in my own world	Celebrating Difference	Dreams and goals	Healthy me	Relationships	Changing me
Year 3	Focus- Children to recognise their self-worth and identify positive things about themselves. Children to talk about challenges and how to face them with positivity Overview- Know that they are important. Know what a personal goal is and what a challenge is. Know that actions can affect others feelings and others might have different views and values. Week 1- Getting to know each other Week 2- Our nightmare school Week 3- Our dream school Week 4- Rewards and consequences Week 5- Our learning charter Week 6- Owning our learning charter	Focus- Children to look at the difference of families and that sometimes family's fall out. Children to look at how to calm themselves down as well as using problem solving techniques in bullying situations. Overview- Know why are families are important and that each family is different. Know that conflict is normal part of a relationship. Know what it means to witness bullying and words can be used in a hurtful way. Week 1- Families Week 2- Family conflict Week 3- Witness and feelings Week 4- Witness and solutions Week 5- Words that harm Week 6- Celebrating Difference: Compliments	Focus- Children to identify their own dreams and ambitions and how it will feel to achieve them. Children to also talk about facing learning challenges and obstacles that may arise. Overview- Know what dreams and ambitions are important to them. Know they are responsible for their own learning and how to overcome obstacles. Week 1- Dreams and goals Week 2- My dreams and ambitions Week 3- A new challenge Week 4- Our new challenge Week 5- Our new challenge- overcoming obstacles Week 6- Celebrating my learning	Focus- Children to look at the importance of exercise and how our bodies need to stay healthy. Children to know about calories, fats and sugars and the effects on our body. Overview- Know how exercise effects our bodies and why their hearts and lungs are important organs. Know the different types of drugs and that things, people and place are dangerous. Know when something feels safe and unsafe. Week 1- Being fit and healthy Week 2- Being fit and healthy Week 3- What do we know about drugs? Week 4- Being safe Week 5- Safe or unsafe Week 6- My amazing body	Focus- Children to identify the different roles within their family home as well as looking at stereotypes may be unfair. Children to also look at what families are founded on (love, respect, trust and cooperation). Overview- Know that different family members have different roles to play and the stereotypes that are associated with them. Know how some actions and work of people are round the world can influence our life. Know that Children have rights and how their lives are different to others around the world. Week 1- Family roles and responsibilities Week 2- Friendship Week 3- Keeping myself safe online Week 4- Being a global citizen 1 Week 5- Being a global citizen 2 Week 6- Celebrating my web of relationships	Focus- Children to look at what babies need to grow and develop. Children to look at the inside and outside changes in males and females and why our bodies need to change. Overview- Know that in animals and humans change happen between conception and growing up Know that in nature the female usually carries the baby Know that babies need love and care from parents/carers and the changes that occur during baby and child. Know some of the body changes that occur during puberty (inside and outside). Week 1- How babies grow Week 2- Babies Week 3- Outside body changes Week 4- Inside body changes Week 5- Family stereotypes Week 6- Looking ahead
Year 4	Being me in my own world	Celebrating Difference	Dreams and goals	Healthy me	Relationships	Changing me



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	Focus- Children to talk about their attitudes and actions and how they affect the whole class as well as discussing the different roles in group work and how to positively contribute. Overview- Know how individual attitudes and actions make a difference. Know the different roles in school community and know my place. Know how their actions affect themselves and others as well as how groups work together. Week 1- Being a class 'team' Week 2- Being a school citizen Week 3- Rights, responsibilities and democracy Week 4- Rewards and consequences Week 5- Our learning charter Week 6- Owning our learning charter	Focus- Children to look at judging people by their appearance, first impressions and how influences affect us. Children to look at online bullying and what to do if they suspect it. Overview- Know that people make assumptions by the way we look. Know there are influences that can affect how we judge a person. Know that some forms bullying are harder to identify and what to do if this happens. Week 1- Judging by appearance Week 2- Understanding influences Week 3- Understanding bullying Week 4- Problem Solving Week 5- Special me Week 6- Celebrating Difference: How we look	Focus- Children to discuss how it feels when their dreams don't come true and how to overcome these. Children to discuss making new plans and goals even though they are disappointed. Overview- Know that dreams and hopes don't always come true. Know how to make a new plan and dream even if they are disappointed. Know how to be a successful part of a group and how to share the success with others. Week 1- Hopes and dreams Week 2- Broken dreams Week 3- Overcoming disappointment Week 4- Creating new dreams Week 5- Achieving goals Week 6- We did it!	Focus- Children to look at how friendship groups are formed and how each has leaders and followers. Children to look at smoking and the effects it has on their health. Overview- Know how different friendship groups are formed and that most have leaders. Know the facts about smoking and how it affects the liver. Know ways to resist putting pressure on other friends. Week 1- My friends and me Week 2- Group dynamics Week 3- Smoking Week 4- Alcohol Week 5- Healthy friendships Week 6- Celebrating my inner strength and assertiveness	Focus- Children to explore jealousy and how this can affect relationships. Children to explore the emotions associated with relationship changes while looking at how to cope with changes. Overview- Know some reasons why people get jealous and how it can affect a relationship. Know negative feelings are a part of loss and that memories can help support us when we lose a special person or animal. Know that change is a natural part of relationships/friendships Week 1- Jealousy Week 2- Love and loss Week 3- Memories Week 4- Getting on and falling out Week 5- Girlfriends and boyfriends Week 6- Celebrating my relationships with people and animals	Focus- Children to look at the sanitary health and introduce pupils to personal hygiene products as well as looking at conception, in simple terms, of how an ovum and sperm carry genetic information. Overview- Know that personal characteristics are inherited from birth and that babies are made by the sperm joining with an ovum. Know the names of different internal and external body parts that are needed to make a baby. Know that personal hygiene is important during puberty. Know that change is a normal part of life and different emotions are normal. Week 1- Unique me Week 2- Having a baby (alternative available) Week 3- Girls and puberty Week 4- Circles of change Week 5- Accepting change Week 6- Looking ahead
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All UKS2 pupils take part in road safety and first aid lessons. These are taught in isolation as a focus week.

Upper Key Stage 2 (UKS2)						
Year 5	Being me in my own world	Celebrating Difference	Dreams and goals	Healthy me	Relationships	Changing me
	Focus- Children to think about the year ahead, looking at goals and challenges they may face. Children to look at rights and responsibilities for the country that they live in as well as the benefits of democracy within their school. Overview- Know how to face challenges positively and how to set personal goals. Understand the rights and responsibilities associated with being a citizen in their country. Understand a democracy and the benefits to school Week 1- My year ahead Week 2- Being a citizen of my country Week 3- Responsibilities Week 4- Rewards and consequences Week 5- Our learning charter Week 6- Owning our learning charter	Focus- Children to explore culture and cultural differences. Children to look at racism and how this can link to direct and indirect bullying as well as how to encourage people to not use bullying behaviours. Overview- Know what culture mean and that differences in cultures can sometimes cause conflict. Know what racism is and why it is unacceptable. Know that bullying can be direct and indirect and understand that there are different external agencies that can help. Week 1- Different cultures Week 2- Racism Week 3- Rumours and name calling Week 4- Types of bullying Week 5- Does money matter? Week 6- Celebrating difference across the world	Focus- Children to look at their dreams and goals and how they might need money to help them achieve them. Children to look at jobs and understand how some jobs pay more money as well as the qualifications that are needed. Overview- Know that they will need money to help achieve their dreams as well as the range of jobs carried out by people I know. Know that different jobs pay more money. Know that young people from different cultures have different dreams and goals. Week 1- When we grow up Week 2- Investigate jobs and careers Week 3- My dream job- What do we want and what are the steps to get there? Week 4- Dreams and goals of other people in cultures Week 5- How can we support each other? Week 6- Rallying support	Focus- Children to look at the risks linked to smoking and how it affects the organs in the body. Children to be taught a range of basic emergency procedures and how to contact the emergency services. Overview- Know the risks of smoking and the affects on our organs. Know basic first aid and how to get help in emergency situations. Know the different roles food can play in peoples lives and know that some people can develop eating disorders. Week 1- Smoking Week 2- Alcohol Week 3- Emergency aid Week 4- Body image Week 5- My relationship with food Week 6- Healthy me	Focus- Children to learn about the importance of self-esteem and ways that this can be boosted. Children to look at grooming and understand how pressure and influences can affect us emotionally and physically. Overview- Know that a personality is made of different characteristics, qualities and attributes. Know that there are rights and responsibilities in an online in an online community and when playing games online. Week 1- Recognising me Week 2- Safety with online communities Week 3- Being in an online community Week 4- Online gaming Week 5- My relationship with technology Week 6- My relationship staying safe online	Focus- Children to revisit puberty with further explanation of changes. Children to look at a foetus and simple explanation about conception e.g. IVF. Overview- Know how girls' and boys' change in puberty and the importance of looking after themselves. Know that sexual intercourse can lead to conception and how some people need IVF to help them. Week 1- Self-image and body image Week 2- Puberty for girls Week 3- Puberty for boys Week 4- Conception Week 5- Looking ahead 1 Week 6- Looking ahead 2



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	Being me in my own world	Celebrating Difference	Dreams and goals	Healthy me	Relationships	Changing me
Year 6	Focus- Children to look at the year head while looking at the United Nations Convention of the rights of the child. Children to learn how their choices affect others locally and globally. Overview- Understand fears and worries for their goals ahead. Know about children's universal rights and about lives of Children around the world. Know that personal choices can affect others locally and globally. Understand how to contribute towards a democratic process Week 1- Getting to know each other Week 2- Our nightmare school Week 3- Our dream school Week 4- Rewards and consequences Week 5- Our learning charter Week 6- Owning our learning charter	Focus- Children to look at how being different can be hard. They will look at bullying and strategies to dealing with wider bullying. Overview- Know the different perceptions of 'normal' and how being different can affect someone's life. Know that power can play a part in bullying and understand why some people choose to bully. Know that difference can be a source of celebration. Week 1- Different cultures Week 2- Racism Week 3- Rumours and Name-calling Week 4- Types of bullying Week 5- Does money matter? Week 6- Celebrating difference across the world	Focus- Children to look at the learning steps that they will need to take and how to keep themselves motivated. Children to think about what they like about their classmates and giving praise to others. Overview- Know their own strengths and how to set realistic and challenging goals. Know how to work with other people to make the world a better place. Know what their classmates like and admire about them. Week 1- When we grow up Week 2- Investigate jobs and careers Week 3- My dream job Week 4- Dreams and goals of other people in different cultures. Week 5- How can we support each other? Week 6- Rallying support	Focus- Children to look at different types of drugs and the effects it can have on the body. Children to talk about mental health and different attitudes towards this. Overview- Know how to take responsibilities for their own health and how to make choices that benefit their own health. Know how different drugs can affect people's bodies and how they can be exploited to do illegal things. Know what it means to be emotional well and how stress can trigger a range of different things. Week 1- Smoking Week 2- Alcohol Week 3- Emergency aid Week 4- Body image Week 5- My relationship with food Week 6- Healthy me	Focus- Children to look at their mental health and how to take care of their mental wellbeing. Children to look at the grieving process and the stages of grief. Overview- Know how to take care of their mental health and why it is important. Know the stages of grief and the different types of loss. Know some dangers of being online and how to use technology safely. Week 1- Recognise me Week 2- Safety with online communities Week 3- Being in an online community Week 4- Online gaming Week 5- My relationship with technology Week 6- My relationship staying safe and happy online	Focus- Children to look at the puberty in girls and boys- reflecting on how they feel about the changes. Children to look about how physically attraction can change a relationship. Overview- Know how girls' and boys' change during puberty. Know how a baby develops from conception till birth. Know how being physically attracted to someone changes the nature of a relationship. Know the importance of self-esteem. Week 1- Self- image and body image Week 2- Puberty for girls Week 3- Puberty for boys Week 4- Conception Week 5- Looking ahead 1 Week 6- Looking ahead 2

The National Curriculum for relationships education, relationships and sex education and health education aims to ensure that all pupils should know:

Families and people who care for me

That families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 21 • that stable, caring relationships, which may be of different types, are at the heart of



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happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

How important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust; how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful Relationships

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority, about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

That people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online

Being safe

That sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Mental wellbeing

That mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms



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that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online

Physical health and fitness

The characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating

What constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Basic first aid

How to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries

Changing adolescent body

The facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

PSHE/RSHE: Progression of Vocabulary/Terminology

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
EYFS	Myself Feelings Being gentle Rights	Talents Families Home Friends	Challenges Perseverance Jobs Help	Exercise Healthy food Physical activity Sleep	Family life Friendship Falling out	Bodies Respecting my body Fun Fears



PSHE Overview

WHOLE SCHOOL OVERVIEW

	Responsibilities	Standing up for myself		Clean		Growth
Y1	Special Safe Community Consequences Rewards	Similarities Differences Bullying Celebrating	Success Achievement Learning styles Overcoming obstacles	Medicine Medication Road safety	Belonging Physical contact Preferences Celebrations	Life cycles (animal/human) Male Female Changes
Y2	Hope Fear Fair Valuing Contributions Choices	Assumptions Stereotypes Gender Gender diversity	Realistic Strengths cooperation Contributing	Relaxation Nutrition Lifestyle	Boundaries Secrets Trust Appreciation	Life cycles (plants) Young Old Independence
Y3	Goals self-worth Positivity Challenges Perspectives	Diverse families Family conflict Child-centred Compliments Witness Solutions	Ambitions Enthusiasm Managing feelings Budgeting	Food labelling Healthy choices Online safety Offline safety	Roles Negotiation Diverse lives Impact	Internal External Needs
Y4	Democracy Motivation Class Citizen Voice Peer pressure	Judgment Appearance Acceptance Influences Impressions	Disappointment Overcoming Resilience Positive attitude	Healthy friendships Smoking Alcohol Inner strength Assertiveness	Jealousy Love/loss Memories Girlfriends Boyfriends	Being unique Body changes Transition Accepting change Having a baby
Y5	Aspirations National citizenship	Cultural diversity Racism	Financial success Long-term	Vaping Emergency aid	Self-recognition Self-esteem	Self-image Media influence



PSHE Overview

WHOLE SCHOOL OVERVIEW

	Conflict Vote Participation	Rumours Material wealth Respecting culture	Charity	Body image Relationships with food Healthy choices	Online communities Gaming Gambling Grooming	Puberty Conception IVF
Y6	Global citizenship Children's Universal Rights Group dynamics Role-modelling Anti-social behaviour	Perceptions of normality Disability Empathy Inclusion Exclusion	Success criteria Recognition Evaluating	Personal responsibility Substances Exploitation County Lines/Gangs Managing stress	Mental health Sources of support Control Power	Body image Physical attraction Consent Sexting

PSHE/RSHE: Progression of Vocabulary/Terminology – Changing Me Puzzle (Includes Relationships and Sex Education in the context of coping positively with change)

Changing Me						
Mandatory Curriculum – Listed within Science and RSE curriculum • Puberty and my changing body (changing adolescent body) • The development of a baby						
EYFS - Age 4-5	Year 1 - Age 5-6	Year 2 - Age 6-7	Year 3 - Age 7-8	Year 4 - Age 8-9	Year 5 - Age 9-10	Year 6 - Age 10-11
How we have changed since we were babies	Boys' and girls' bodies; body parts and using the correct names for them.	Boys' and girls' bodies; body parts and respecting privacy. Which parts of me are private?	How boys' and girls' bodies change as they grow older, inside and outside changes.	Internal and external reproductive body parts, body changes in girls and menstruation.	Puberty for boys and girls Physical changes, feelings about the changes and looking after yourself.	Puberty for boys and girls Consolidating understanding of physical and emotional changes and how they affect us.



PSHE Overview

WHOLE SCHOOL OVERVIEW

Eye	Male	Male	Uterus	Sperm	Puberty	Pubic hair
Ear	Female	Female	Womb	Egg/Ovum	Menstruation	Menstruation
Knee	Vagina	Vagina	Puberty	Penis	Periods	Sperm / Semen
Foot	Penis	Penis	Male	Testicles	Ovary / Ovaries	Erection
Mouth	Testicles	Testicles	Female	Vagina / vulva	Oestrogen	Breasts
Nose		Private parts	Testicles	Womb / uterus	Vulva	Wet dream
Eyebrow		Breast	Sperm	Ovaries	Breasts	Ovulation
Arm			Penis	Fertilise	Womb / Uterus	Testicles
Tongue			Ovaries	Puberty	Sperm	Penis
Forehead			Egg	Menstruation	Semen	Vagina
Chest			Ovum / Ova	Periods	Oestrogen	Womb
Hand			Vagina	Breasts	Testosterone	Genitals
Finger stomach			Breasts		Testicles / Testes	Oestrogen
Toe					Erection	Testosterone
Leg					Ejaculation	Fallopian tube
					Wet Dream	Vulva
					Larynx	Embryo
					Hormones	Foetus
					Fallopian tube	Placenta
					Fertilisation	Labour
					Pregnancy	Cervix
					Embryo	Sexing
					Umbilical cord	
Strongly recommended but not mandatory						
Human Reproduction - (Sex Education)						
EYFS - Age 4-5	Year 1 - Age 5-6	Year 2 - Age 6-7	Year 3 - Age 7-8	Year 4 - Age 8-9	Year 5 - Age 9-10	Year 6 - Age 10-11



PSHE Overview

WHOLE SCHOOL OVERVIEW

				Jigsaw Curriculum Year 4, Lesson 2 (Having a baby) In simple terms – The reproductive system to make a baby.	Jigsaw Curriculum Year 5, Lesson 4 (Conception) Understanding the place of sexual intercourse in a relationship and how it can lead to conception.	Jigsaw Curriculum Year 6, Lesson 4 (Conception, birth) Understanding conception, pregnancy and birth of a baby.
				Making love Having sex Sexual intercourse Fertilise Conception	Making love Sexual intercourse Fertilisation Pregnancy Contraception Fertility treatment (IVF)	Making love Sexual intercourse Fertilisation Pregnancy Contraception Fertility treatment (IVF)

New vocabulary is highlighted in yellow to show progression