

PSHE Whole School Overview Planning Document  
Rivelin Primary School



PSHE –an education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Our curriculum is developed using support from the PSHE Association. The PSHE Programme of Study for KS1 and KS2 is referred to throughout this document.

There are three core themes of primary school PSHE:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World: economic wellbeing and being a responsible citizen.

\*Healthy Minds lessons will be taught weekly throughout the year to cover the 'Mental Health' aspects of the curriculum.

EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. Below are the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four Year-Olds and Reception to match the programme of study for relationships and health education in addition to the non-statutory guidance of PSHE.

Nursery

**Communication and Language**

- Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.

**Personal, Social and Emotional Development**

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.
- Help to 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.

	<ul style="list-style-type: none"> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and tooth brushing.</li> </ul> <p><b><u>Physical Development</u></b></p> <ul style="list-style-type: none"> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul> <p><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
<p><u>Reception</u></p>	<p><b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> </ul> <p><b><u>Personal, Social and Emotional Development</u></b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs - personal hygiene</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: regular physical activity; healthy eating; tooth brushing; sensible amounts of 'screen time'; having a good sleep routine; being a safe pedestrian</li> </ul> <p><b><u>Physical Development</u></b></p> <ul style="list-style-type: none"> <li>• Further develop the skills they need to manage the school day successfully: lining up and queuing; mealtimes</li> </ul> <p><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>

## **ELG**

### **Communication and Language- Listening, Attention and Understanding**

- Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.

### **Speaking**

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### **Personal, Social and Emotional Development- 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 others' needs.

### **Physical Development Gross Motor Skills**

- Negotiate space and obstacles safely, with consideration for themselves and others.

### **Understanding the World- Past and Present**

- Talk about the lives of people around them and their roles in society.

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<u>Year 1</u>	<b><u>Relationships</u></b> <u>Big Question</u> Who are my special people?	<b><u>Relationships</u></b> <u>Big Question</u> How can I keep myself safe?  Recognising privacy; staying	<b><u>Living in the wider world</u></b> <u>Big Question</u> Why are rules important?	<b><u>Living in the wider world</u></b> <u>Big Question</u> How do people help us and keep us safe?	<b><u>Health and Wellbeing</u></b> <u>Big Question</u> What are my healthy routines?	<b><u>Health and Wellbeing</u></b> <u>Big Question</u> What makes me special?

	<p>Roles of different people; families; feeling cared for <u>Key Vocabulary</u>- special, person, people, family, care, caring, help, thanks</p>	<p>safe; seeking permission; how behaviour affects others, being polite and respectful  <u>Key vocabulary</u> Respect, comfort, kindness, listen, friend, share, take turns, permission, consent, allow, stranger</p>	<p>What rules are; caring for others' needs; looking after the environment  <u>Key Vocabulary</u> Right, wrong, rules, solution, respect, guidance, kindness, consideration, include, exclude, leave out, respect, listening, polite</p>	<p>Strengths and interests; jobs in the community; risk and safety at home; emergencies  <u>Key Vocabulary</u> jobs, work, visitor, safe, stranger, help, worries, security, emergency, help, ambulance, police, fire engine, paramedic, police officer, fire fighter</p>	<p>Keeping healthy; introduction to money; importance of sleep  <u>Key Vocabulary</u> choice, save, spend, skill, qualities, strengths, sleep, rest, routine, relaxation</p>	<p>Sun safety, recognising what makes them unique and special; feelings; transitioning to Y2  <u>Key Vocabulary</u> dirt, hands, germs, wash, soap, water, scrub, clean, sun, safe, burn, strengths, skills, move</p>
<u>Year 2</u>	<p><b><u>Relationships</u></b> <u>Big Question</u> How can I make a friend?  Making friends; feeling lonely and getting help  <u>Key vocabulary</u> kindness, listening, honesty, friends, inclusion, arguments, help</p>	<p><b><u>Relationships</u></b> <u>Big Question</u> Why is difference important?  Resisting pressure; recognising hurtful behaviour; recognising things in common; <u>Key vocabulary</u> difference, acceptance, special, unique, talents, hobbies, kindness, peer pressure, friendship,</p>	<p><b><u>Living in the wider world</u></b> <u>Big Question</u> Are all families the same?  Belonging to a group; roles and responsibilities; being the same and different in the community <u>Key Vocabulary</u> Loss, change, people, roles, trusted adult, secret, surprise, worried</p>	<p><b><u>Living in the wider world</u></b> <u>Big Question</u> Who works in our local community?  What money is; rules; safety in different environments; jobs in the local environment <u>Key Vocabulary</u> Job, role, community, money, wages, earn, benefits, prizes, coins, notes, rule, reason</p>	<p><b><u>Health and wellbeing</u></b> <u>Big Question</u> How do I stay safe online?  jobs, the internet in everyday life; online content and information; managing secrets  <u>Key Vocabulary</u> danger, safe, kind, unkind, bullying, want, need, essential, save, priority</p>	<p><b><u>Health and wellbeing</u></b> <u>Big Question</u> How can I look after my body?  Medicines and keeping healthy, dental care, road safety, growing and transitioning to Y3  <u>Key Vocabulary</u> Sport, activity, physical, exercise, dentist, health, feelings, pedestrian, road,</p>

		courage, fairness, bullying				safe, walking, pavement, carpark, traffic
<u>Year 3</u>	<p><b><u>Relationships</u></b></p> <p><u>Big Question</u> What is special about my family?</p> <p>What makes a family; features of family life</p> <p><u>Key vocabulary-</u> Recognise, respect, stability, love, support, caring, unsafe</p>	<p><b><u>Relationships</u></b></p> <p><u>Big Question</u> Can I know someone online?</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour; the importance of self-respect and being polite; how the internet is used</p> <p><u>Key vocabulary</u> Offline, online, information, stranger, family, friend, teacher, familiar, trust</p>	<p><b><u>Living in the wider world</u></b></p> <p><u>Big Question</u> How can we help to make the world fair?</p> <p>The value of rules and laws; rights, freedoms and responsibilities</p> <p><u>Key Vocabulary</u> rules, laws, government, vote, rights, police, fair, equal, equality, community, citizen, support, belong</p>	<p><b><u>Living in the wider world</u></b></p> <p><u>Big Question</u> What jobs might I do when I grow up?</p> <p>Jobs and careers; job stereotypes; setting personal goals</p> <p><u>Key Vocabulary</u> Jobs, careers, skills, interests, stereotype, gender, goals, spend, save, budget</p>	<p><b><u>Health and wellbeing</u></b></p> <p><u>Big Question</u> What choices do I make myself?</p> <p>Health choices; first aid; risks and hazard safety in the local environment</p> <p><u>Key Vocabulary</u> Rules, safety, influence, choice, decision, feeling, balance, relax</p>	<p><b><u>Health and wellbeing</u></b></p> <p><u>Big Question</u> How can we solve problems and overcome barriers?</p> <p>Personal strengths, coping strategies, achievements, diet and dental health, managing and reframing setbacks, transitioning to Y4</p> <p><u>Key Vocabulary</u> Barriers, strategy, change, cope, responsibility, opportunity</p>
<u>Year 4</u>	<p><b><u>Relationships</u></b></p> <p><u>Big Question</u> How can I build positive relationships?</p>	<p><b><u>Relationships</u></b></p> <p><u>Big Question</u> How can I be respectful online?</p>	<p><b><u>Living in the wider world</u></b></p> <p><u>Big Question</u> What roles can people have in the community?</p>	<p><b><u>Living in the wider world</u></b></p> <p><u>Big Question</u> What do people do with their money?</p>	<p><b><u>Health and wellbeing</u></b></p> <p><u>Big Question</u> How have I changed physically?</p>	<p><b><u>Health and wellbeing</u></b></p> <p><u>Big Question</u> How can I maintain a balanced lifestyle?</p>

	<p>Positive friendships, including online; responding to hurtful behaviour; managing confidentiality;</p> <p><u>Key vocabulary-</u> Respect, permission, boundary, expectations, consent, online, internet, social, media, communication</p>	<p>Managing risks online; respecting differences and similarities; discussing difference sensitively</p> <p><u>Key vocabulary</u> Safe, unsafe, online, offline, help, embarrass, friends, sad, angry, upset, wrong, rules, solution, respect</p>	<p>What makes a community; shared responsibilities; rules and rule of law</p> <p><u>Key Vocabulary</u> Community, group, older, religion, children, adults, skills, diversity, law, difference, roles, strengths, similarities, qualification</p>	<p>Making decisions about money; keeping money safe; jobs and careers; influences; spending choices</p> <p><u>Key Vocabulary</u> Influence, choice, positive, negative, save, spend, balance, bank account, bank card, track, statement</p>	<p>How data is shared and used; introduction to puberty; drugs common to everyday life</p> <p><u>Key Vocabulary</u> Share aware, internet, information, online, social media, private, public, surprise, public, worried, uncomfortable, change, exciting, physical, height, breasts, genitals, penis, testicles, hips, shoulders, chest hair, puberty, hygiene</p>	<p>Celebrating mistakes; setting goals; dental hygiene; purpose and happiness; transitioning to Y5</p> <p><u>Key Vocabulary</u> Job, skill, role, strength, resilience, mistake, learn, growth mind-set, challenge, goals, relaxation</p>
<p><u>Year 5</u></p>	<p><b><u>Relationships</u></b> <u>Big Question</u> What are the features of a positive family life?</p> <p>Responding respectfully to a wide range of people; recognising different family</p>	<p><b><u>Relationships</u></b> <u>Big Question</u> How can I maintain healthy boundaries?</p> <p>Managing friendships and peer influence; physical contact and feeling safe;</p>	<p><b><u>Living in the wider world</u></b> <u>Big Question</u> What are the links between rights and responsibilities?</p> <p>Recognising prejudice and discrimination; responding respectfully to a</p>	<p><b><u>Living in the wider world</u></b> <u>Big Question</u> How do people earn money?</p> <p>How information online is targeted; different media types; identifying job interests and</p>	<p><b><u>Health and wellbeing</u></b> <u>Big Question</u> What are some changes and challenges I might face and how can I manage them?</p> <p>Staying safe online, menstruation,</p>	<p><b><u>Health and wellbeing</u></b> <u>Big Question</u> What skills do I already have?</p> <p>Roles and responsibilities; healthy sleep; sun safety; keeping safe in different situations;</p>



	<p>structures; recognising common factors for healthy relationships</p> <p><u>Key vocabulary</u> love, relationships, family, friendship, self-love, care, commitment, committed, family life, living together, living apart, positive, caring, family structure,</p>	<p><u>Key vocabulary</u> Friendship, boundaries, manipulation tactics, relationship, controlling, consent, dares, peer-pressure</p>	<p>wide range of people; protecting the environment</p> <p><u>Key Vocabulary</u> Law, rule, justice, rights, responsibilities, respect, safety community</p>	<p>aspirations; income and expenditure</p> <p><u>Key Vocabulary</u> Want, need, income, budget, earn, save, spend, expenditure, lose, stolen, risk, chance</p>	<p>puberty, basic first aid, risk of common legal drugs</p> <p><u>Key Vocabulary</u> appropriate, sharing, risk, danger, private, puberty, change, cervix, ovary, fallopian tube, uterus, vagina, vulva, urethra, opening</p>	<p>transitioning to Y6</p> <p><u>Key Vocabulary</u> Sleep, rest, relax, quality, quantity, fail, failure, succeed, overcome, responsibility, risk</p>
Year 6	<p><b><u>Relationships</u></b> <u>Big Question</u> What constitutes a healthy relationship?</p> <p>Attraction to others; relationships, civil partnership and marriage</p> <p><u>Key vocabulary-</u> Relationship, friendship, couple, love, positive, qualities, values, expectations,</p>	<p><b><u>Relationships</u></b> <u>Big Question</u> How can we challenge stereotypes?</p> <p>Recognising and managing pressure; consent in situations; expressing opinions and others points of view</p> <p><u>Key vocabulary</u></p>	<p><b><u>Living in the wider world</u></b> <u>Big Question</u> What are my human rights?</p> <p>Valuing diversity; challenging discrimination and stereotypes</p> <p><u>Key Vocabulary</u> Equality Act, protected characteristics, achievements, recognition, role model,</p>	<p><b><u>Living in the wider world</u></b> <u>Big Question</u> What routes are available into jobs?</p> <p>Influences and attitudes to money; money and financial risks; career routes; risks and effects of alcohol</p> <p><u>Key Vocabulary</u> Pin number, safe, password, job, job seeker, career,</p>	<p><b><u>Health and wellbeing</u></b> <u>Big Question</u> How is a baby made and how does it develop?</p> <p>Evaluating media sources; sharing things online; conception, pregnancy and birth; first aid (choking)</p> <p><u>Key Vocabulary</u> Fake news, reliable sources, internet</p>	<p><b><u>Health and wellbeing</u></b> <u>Big Question</u> What does my body need to be healthy?</p> <p>Dealing with change, including bereavement; increasing independence; managing time online; managing transition</p> <p><u>Key Vocabulary</u></p>

	responsibility, responsibilities, attraction	Friendship, discrimination, identification, manipulation tactics, relationship, controlling, consent, dares, peer-pressure	prejudice, discrimination, segregation, tackling, overcoming, homosexual/ gay	college, university, work experience, qualification, apprenticeship	trolling, cyber bullying, negative, anonymous, respect  Sperm, egg, erection, fertilise, conception, sexual intercourse, relationship,	Responsibility, health, mental, change, loss, adapting, habit, good, bad, consequence, behaviour, technology, safe
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