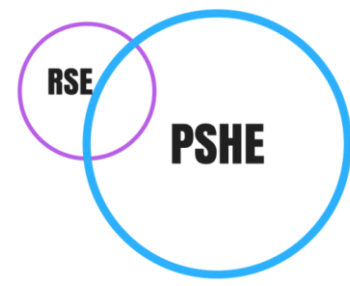


St Malachy's R.C. Primary School

RSE and PSHE LTP 2020-2021



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- 🌐 National Curriculum Requirements and EYFS Aims
- 🌐 EYFS Overviews
- 🌐 KS1 and KS2 Unit Overviews

PSHE Curriculum Policy

Intent

St Malachy's is a Catholic School where we will all do our best to do the work of Jesus.

Our curriculum is underpinned by a Catholic education based upon the life and teaching of Jesus, in which Gospel values permeate all aspects of school life. We want our pupils to leave St Malachy's as educated and caring young people who have the knowledge, skills and desire to make the world a better place. Children are at the heart of our curriculum and we work tirelessly to ensure every child reaches their full potential by removing any barriers and ensuring no learning opportunity is lost.

We will study, pray, play and celebrate together

The curriculum is coherently planned and sequenced allowing all pupils to further deepen their knowledge, skills and understanding in all aspects of learning. Co-operative learning is a key feature within teaching and we believe that working together helps children to deepen their understanding and also promotes tolerance and mutual respect, equipping our pupils with the necessary skills to live in modern Britain.

We will care for each other and look after each other, just like a big family.

It is our intention that pupils leave St. Malachy's with a sense of belonging to a community. Pupils are taught to treat themselves and others with respect and dignity and to support each other in their learning.

It is important to remember that we are all good and clever in different ways

We believe our children possess unique talents, skills and qualities. Therefore, we enhance our curriculum by providing our pupils with a wide range of new and exciting learning opportunities that they may not have the chance to access outside of school. These include learning to play a musical instrument, participating in school performances, sports tournaments, working with an artist, learning to debate and a wealth of extra-curricular clubs as well as attending educational trips and inviting visitors into school.

We will learn important lessons that will help us when we are grown up

We recognise that the key skills of reading, writing, oracy and numeracy are crucial in preparing our pupils for their future, and given our diverse school context we focus on providing a language rich curriculum. Reading is at the heart of our curriculum and all children are taught to read confidently, fluently and with a good understanding. Pupils are encouraged to develop a habit of reading widely and often, for both pleasure and information through daily practice.

Being situated in central Manchester offers the opportunity to visit world class cultural and sporting venues on our doorstep. We are eager to forge links with these organisations and recognise that this broadens children's experiences and raises aspirations.

In our school it will be fun and we will strive to make it a safe place.

We believe all children thrive by learning in a safe and supportive environment-we encourage our children to reflect honestly on their performance, question their next steps and be prepared to take risks in and responsibility for their own learning.

PSHE Including RSE Curriculum Statement

Intent

Our PSHE and RSE curriculum has been specifically designed and planned to meet the context of our school which is underpinned by a Catholic education based upon the life and teaching of Jesus, in which Gospel values permeate all aspects of school life. The PSHE and RSE curriculum is coherently planned and sequenced allowing pupils to become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and given them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Co-operative learning is a key feature within teaching and we believe that working together helps children to deepen their understanding and also promotes tolerance and mutual respect, equipping our pupils with the necessary skills to live in modern Britain.

Our PSHE and RSE curriculum is designed to be broad and balanced, providing all pupils with the opportunity to master their learning and deepen their knowledge. We believe it is vital for children to make sense and give purpose as to why we learn about PSHE and RSE. We aim to deliver a curriculum which is accessible to all and what will maximise the outcomes for every child so that they know more, remember more and understand more. As a result, they will:

- Develop learning and acquisition of knowledge and skills which enable children to access their wider curriculum and prepare children to be global citizens now and in their future roles within a global community
- Develop an understanding of RSE ensuring that the children will know how to be safe and to understand and develop healthy relationships both now and in their future lives.
- Promote children's personal, social and emotional development, as well as their health and well-being.

We plan our PSHE and RSE curriculum using the National Curriculum. We enhance the curriculum using TenTen's scheme of work 'Life to the full' and also the PSHE Association which has helped to develop our progression grids. We then use our progression grids to develop our long-term planning. Then teachers use these long-term plans to plan units of work and deliver individual lessons. In EYFS, the team plan around the Early Learning Goals for their Personal, Social and Emotional Development. KS1 and KS2 teach discrete PSHE and RSE lessons. All planning is closely linked to the school's Age-Related Expectations for each year

group which allows a consistent application of the curriculum throughout EYFS and all Key stages. A whole school system is used which links Age-Related Expectations to each child's own research and classroom studies and assessments.

Implementation

PSHE and RSE is taught through the framework of the 2014 National Curriculum. To assist our teaching, we also use by the scheme of work 'Life to the full' and the PSHE Association. We implement this in the following ways:

- **Clear and comprehensive scheme of work-** The PSHE curriculum has three core learning themes: health and wellbeing, relationships and living in the wider world. It also incorporates the RSE policy and identifies links to British Values, Cultural Capital, SMSC and school's Key skills into the curriculum.
- **Vocabulary-** Within classroom key vocabulary is displayed throughout the school. Each class have developed their own class charters displaying appropriate vocabulary to refer to. This enables the children to make links across the wider curriculum.
- **Big Questions-** Which allow children to reflect on their topics.
- **Provision in EYFS-** Children are given secure grounding in the Prime Areas of Learning, ensuring they have a good foundation on which to build through the specific areas, including Physical, Social and Emotional learning. Areas of provision are enhanced to ensure vocabulary understanding, and to develop understanding of the past, present and the difference between the two.
- **Resources-** Children have access to a wide range of books in the school library, access to the scheme 'Life to the Full' and PSHE association toolkit, sessions with outside agencies such as the school nurse, road safety team to enhance their learning further as well as whole class sessions with our qualified school play therapist
- **Assessment-** Class teachers prepare pre-topic assessment which are given out to the children at the beginning of each new core theme. At the end of the theme, children are then given the same assessment task to complete looking at the new learning acquired through their learning journey. They also use our assessment grids and Age-Related Expectations to make informed decisions on where the children are at. We also work on in-house moderation to consolidate judgements.
- **Assemblies-** Whole school assemblies always make a link with PSHE, British Values and SMSC including house meetings where we have regular competitions.
- **Wider Curriculum-** All subjects make a link to PSHE and SMSC and the language is used consistently by all staff.
- **Approaches to teaching-** We use a wide variety of teaching approaches to ensure our children make good progress. We ensure that a good balance of kagan work, independent enquiry and whole class learning is evident in our planning and teaching
- **Cultural Capital-** We plan visitors and involvement in the community to provide real life first-hand experiences to support children with their learning. We ensure that these visits clearly link in with the statutory PSHE and RSE requirement to further develop the children's learning.
- **Clear and comprehensive RSE scheme of work within PSHE in line with the new recommendations of teaching RSE in National Curriculum (Feb 2019)**
The teaching and learning of RSE is planned explicitly within each year group so that children know more, remember more and understand more.
- **RSE programme of work is explicitly resourced.**
Children will become more aware of RSE and know the purpose of it.

- **Parent Consultation**

Parents are informed of the content of the RSE programme of work during the class transition meetings, planned information sessions, and further support / clarification will be given if required.

Impact

Outcomes in topic and literacy books, evidence a broad and balanced PSHE and RSE curriculum and demonstrate the children's acquisition of identified key knowledge.

Children review their Age-Related Expectations at the end of each topic with assessment quizzes and compare their acquired knowledge to that of their base line assessment. Children are actively encouraged to identify their own target areas, with the support from class teachers. Through the implementation of our curriculum the planned impact is:

- Children will know more and remember more about PSHE.
- Children will recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- Children will demonstrate a healthy outlook towards school – attendance will be at least in-line with national and behaviour will be good.
- The large majority of children will achieve age related expectations across the wider curriculum in addition to the core subjects.
- Children will develop positive and healthy relationship with their peers both now and in the future.
- Children will understand the physical aspects involved in RSE at an age appropriate level.
- Children will have respect for themselves and others.
- Children will have positive body images.

The impact and measure of this is to ensure that children at St Malachy's RC are equipped with the life skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

We want the children to have thoroughly enjoyed learning in PSHE and RSE, therefore encouraging them to undertake new life experiences now and in the future.

Aims of the National Curriculum

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families. The aims of Relationships and Sex Education are:

Families and people who care for me: Pupils should know:

- 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
- that stable, caring relationships, which may be of different types, are at the heart of 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: Pupils should know:

- 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: Pupils should know:

- 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: Pupils should know:

- 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: Pupils should know:

- what 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.

Aims of the EYFS Curriculum – Personal, Social and Emotional Development

Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

<u>RSE (Statutory) National Curriculum and PSHE (non-statutory) Requirements KS1</u>	Year 1			Year 2		
	Au	Sp	Su	Au	Sp	Su
<u>Health Education</u>	X			X		
Mental Well-Being: 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.	X			X		
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.	X			X		
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	X			X		
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	X			X		
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	X			X		
Internet Safety and Harms: that for most people the internet is an integral part of life and has many benefits.	X			X		
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.	X			X		
Where and how to report concerns and get support with issues online.	X			X		
Physical health and Fitness: The characteristics and mental and physical benefits of an active lifestyle.	X			X		
How and when to seek support including which adults to speak to in school if they are worried about their health.	X			X		
Healthy Eating: What constitutes a healthy diet (including understanding calories and other nutritional content).	X			X		
The principles of planning and preparing a range of healthy meals.	X			X		
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)	X			X		
Drugs, Alcohol and Tobacco: The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drugtaking.	X			X		
Health and Prevention: About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	X			X		
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight,	X			X		

mood and ability to learn.					
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	X			X	
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	X			X	
The facts and science relating to immunisation and vaccination.	X			X	
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	X			X	
Basic First Aid: How to make a clear and efficient call to emergency services if necessary.	X			X	
Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	X			X	
<u>Relationship Education</u>		X			X
Families and People who Care for Me: Families are important for children growing up because they can give love, security and stability.		X			X
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.		X			X
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.		X			X
That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.		X			X
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.		X			X
Caring Friendships: How important friendships are in making us feel happy and secure, and how people choose and make friends.		X			X
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.		X			X
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.		X			X
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.		X			X
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.		X			X

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.		X			X	
Practical steps they can take in a range of different contexts to improve or support respectful relationships		X			X	
The conventions of courtesy and manners.		X			X	
The importance of self-respect and how this links to their own happiness.		X			X	
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.		X			X	
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.	X	X		X	X	
The importance of permission-seeking and giving in relationships with friends, peers and adults.		X			X	
Online Relationships: The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.		X			X	
Keeping Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	X				X	
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.	X			X		
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	X			X		
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	X			X		
How to recognise and report feelings of being unsafe or feeling bad about any adult.	X			X		
How to ask for advice or help for themselves or others, and to keep trying until they are heard.	X			X		
How to report concerns or abuse, and the vocabulary and confidence needed to do so.	X			X		
Where to get advice e.g. family, school and/or other sources.	X			X		
Year 1: Recap on road safety rules- Understand that pedestrians walk on the pavement and vehicles travel on the road. Know to walk with a grown up and hold hands when walking near a road. Understand the Stop, Look, Listen and Think sequence.	X					
Year 2: Recap on road safety rules- Discuss riding a bike (with stabilisers) -Know to travel in a car wearing a seatbelt and a car seat if under 135cms tall.				X		

-Understand how walking and cycling can keep them healthy.						
Living in the Wider World (PSHE- Non-statutory)			X			X
Year 1- Right and Responsibilities: Discuss group and class rules and why they are important			X			
Talk about everyone being unique and the ways we are the same as other people.			X			
Environment: Talk about ways to look after our local environment.			X			
Money: Talk about where money comes from and what is used for.			X			
Talk about spending and saving money (how to use money).			X			
Discuss how to keep money safe.			X			
Year 2- Rights and Responsibilities: Talk about group and class rules and why they are important.						X
Talk about respecting the needs of ourselves and others.						X
Talk about groups and communities that they belong to						X
Talk about the people who work in your community and how to get their help, including in an emergency						X
Environment: Talk about looking after our local environment.						X
Money: Talk about where money comes from and what it is used for.						X
Talk about spending and saving money (how to use money).						X
Talk about how to keep money safe.						X

RSE(Statutory) and PSHE (non-statutory) National Curriculum Requirements KS2	Year 3			Year 4			Year 5			Year 6		
	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
Health Education	X			X			X			X		
Mental Health and Well-Being: That mental wellbeing is a normal part of daily life, in the same way as physical health.	X			X			X			X		
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.	X			X			X			X		
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.	X			X			X			X		
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	X			X			X			X		
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	X			X			X			X		
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	X			X			X			X		
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	X			X			X			X		
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	X			X			X			X		
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).	X			X			X			X		
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.	X			X			X			X		
Internet Safety and Harms: That for most people the internet is an integral part of life and has many benefits.	X			X			X			X		
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.	X			X			X			X		
How to consider the effect of their online actions on others and know how to recognise	X			X			X			X		

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.							X			X		
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.	X			X			X			X		
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	X			X			X			X		
Where and how to report concerns and get support with issues online	X			X			X			X		
Physical health and Fitness: The characteristics and mental and physical benefits of an active lifestyle.	X			X			X			X		
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.	X			X			X			X		
The risks associated with an inactive lifestyle (including obesity).	X			X			X			X		
How and when to seek support including which adults to speak to in school if they are worried about their health.	X			X			X			X		
Healthy Eating: What constitutes a healthy diet (including understanding calories and other nutritional content).	X			X			X			X		
The principles of planning and preparing a range of healthy meals.	X			X			X			X		
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)	X			X			X			X		
Drugs, Alcohol and Tobacco: The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drugtaking.	X			X			X			X		
Health and Prevention: About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	X			X			X			X		
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	X			X			X			X		
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	X			X			X			X		
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	X			X			X			X		

The facts and science relating to immunisation and vaccination.	X			X			X			X	
Basic First Aid: How to make a clear and efficient call to emergency services if necessary.	X			X			X			X	
Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	X			X			X			X	
Changing Adolescent Body: Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	X			X			X			X	
About menstrual wellbeing including the key facts about the menstrual cycle.	X			X			X			X	
Relationship Education		X			X						X
Families and People who Care for Me: Families are important for children growing up because they can give love, security and stability.		X			X			X			X
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.		X			X			X			X
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.		X			X			X			X
That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.		X			X			X			X
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.		X			X			X			X
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.		X			X			X			X
Caring Friendships: How important friendships are in making us feel happy and secure, and how people choose and make friends.		X			X			X			X
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.		X			X			X			X
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.		X			X			X			X
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.		X			X			X			X
How to recognise who to trust and who not to trust, how to judge when a friendship is		X			X			X			X

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.		X			X			X			X	
Practical steps they can take in a range of different contexts to improve or support respectful relationships		X			X			X			X	
The conventions of courtesy and manners.		X			X			X			X	
The importance of self-respect and how this links to their own happiness.		X			X			X			X	
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.		X			X			X			X	
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.	X	X		X	X		X	X		X	X	
What a stereotype is, and how stereotypes can be unfair, negative or destructive.		X			X			X			X	
the importance of permission-seeking and giving in relationships with friends, peers and adults.								X			X	
Online Relationships: The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.		X			X			X			X	
That people sometimes behave differently online, including by pretending to be someone they are not.		X			X			X			X	
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.		X			X			X			X	
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.		X			X			X			X	
How information and data is shared and used online.		X			X			X			X	
Keeping Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	X			X			X			X		
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.	X			X			X			X		
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	X			X			X			X		



How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	X			X			X			X		
How to recognise and report feelings of being unsafe or feeling bad about any adult.	X			X			X			X		
How to ask for advice or help for themselves or others, and to keep trying until they are heard.	X			X			X			X		
How to report concerns or abuse, and the vocabulary and confidence needed to do so.	X			X			X			X		
Where to get advice e.g. family, school and/or other sources.	X			X				X			X	
Year 3-Recap on road safety rules -Know the Green Cross Code including recognising safe crossing places on the road side.	X											
Year 4-- Recap on road safety rules -Have an understanding of road signs and pedestrian crossings. -To be able to identify when they feel at risk as a passenger and develop a strategy to speak out (passenger power).				X								
Year 5-Recap on road safety rules - Understand their responsibilities as a passenger in a car to wear a seatbelt and behave sensibly. -Have an increased awareness of the Highway Code.							X					
Year 6-Recap on road safety rules -Discuss riding a bike and have participated in some Cycle Training. -Be able to plan a safe journey to secondary school.										X		
<u>Living in the Wider World (PSHE- Non-statutory)</u>				X			X			X		X
<u>Rights and Responsibilities:</u> Talk about group and class rules and why they are important.				X								
Talk about respecting the needs of ourselves and others.				X								
Talk about groups and communities that they belong to.				X								
Talk about the people who work in my community.				X								
Discuss how to get help, including in an emergency.				X								
Discuss and debate issues concerning health and wellbeing.							X					
Appreciate difference and diversity (people living in the UK)							X					
Talk about the values and customs of people around the world.							X					
Research, discuss and debate, to discuss and debate issues concerning health and wellbeing.										X		
Discuss why and how laws are rules and laws are made.										X		

Talk about how to take part in making and changing rules.										X			
Talk about how anti-social behaviours can affect wellbeing.										X			
Talk about how to handle, challenge or respond to anti- social or aggressive behaviours.										X			
Talk about resolving differences, respecting different points of view and making your own decisions.										X			
Research, discuss and debate, to discuss and debate issues concerning health and wellbeing.													X
Talk about the importance of human rights (and the Rights of the Child).													X
Talk about the UN declaration on the Rights of the Child.													X
Discuss that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights.													X
Discuss that human rights overrule any beliefs, ideas or practices that harm others.													X
Talk about what it means to be a part of a community about different groups / individuals that support the local community.													X
Talk about the role of voluntary, community and pressure groups.													X
Be critical of what you see and read in the media													X
Critically consider information you choose to forward to others.													X
Environment: Talk about looking after the local environment.				X									
Talk about the sustainability of the environment across the world.								X					
Talk about different kinds of responsibilities (home, school, community and the environment).										X			
Talk about how resources are allocated and the effect this has on individuals, communities and the environment.													X
Money: Talk about where money comes from and what it is used for.				X									
Talk about spending and saving money (how to use money)				X									
Talk about how to keep money safe.				X									
Talk about the role of money.								X					
Discuss the ways of managing money (budgeting and saving).								X					
Talk about what is meant by 'interest' and 'loan.'								X					
Talk about how finance plays an important part in people's lives.										X			
Talk about being a critical consumer'										X			

Talk about what is meant by 'interest', 'loan', 'debt'									X			
Talk about the importance of looking after money, including managing loans and debts.									X			
Discuss that people pay 'tax' to contribute to society.									X			
Discuss what it takes to set up an enterprise.												X
Talk about what enterprise means for work and society.												X

SRE (Statutory) and PSHE Overview

	Autumn: Health and Well Being- Statutory Curriculum	Spring: Relationships-Statutory Curriculum	Summer: Living in the Wider World
Year N	Self-Confidence and Self-Awareness	Relationships	Managing Feelings and Behaviour Including Living in the Wider World
Year R	Self-Confidence and Self- Awareness	Relationships	Managing Feelings and Behaviour Including Living in the Wider World
Year 1	<ul style="list-style-type: none"> ● Healthy Lifestyles ● Growing and Changing ● Keeping Safe 	<ul style="list-style-type: none"> ● Feelings and Emotions ● Healthy Relationships ● Valuing Differences 	<ul style="list-style-type: none"> ● Rights and Responsibilities ● Environment ● Money
Year 2	<ul style="list-style-type: none"> ● Healthy Lifestyles ● Growing and Changing ● Keeping Safe 	<ul style="list-style-type: none"> ● Feelings and Emotions ● Healthy Relationships ● Valuing Differences 	<ul style="list-style-type: none"> ● Rights and Responsibilities ● Environment ● Money
Year 3	<ul style="list-style-type: none"> ● Healthy Lifestyles ● Growing and Changing ● Keeping Safe 	<ul style="list-style-type: none"> ● Feelings and Emotions ● Healthy Relationships ● Valuing Differences 	<ul style="list-style-type: none"> ● Rights and Responsibilities ● Environment ● Money
Year 4	<ul style="list-style-type: none"> ● Healthy Lifestyles ● Growing and Changing ● Keeping Safe 	<ul style="list-style-type: none"> ● Feelings and Emotions ● Healthy Relationships ● Valuing Differences 	<ul style="list-style-type: none"> ● Rights and Responsibilities ● Environment ● Money
Year 5	<ul style="list-style-type: none"> ● Healthy Lifestyles ● Growing and Changing ● Keeping Safe 	<ul style="list-style-type: none"> ● Feelings and Emotions ● Healthy Relationships ● Valuing Differences 	<ul style="list-style-type: none"> ● Rights and Responsibilities ● Environment ● Money
Year 6	<ul style="list-style-type: none"> ● Healthy Lifestyles ● Growing and Changing ● Keeping Safe 	<ul style="list-style-type: none"> ● Feelings and Emotions ● Healthy Relationships ● Valuing Differences 	<ul style="list-style-type: none"> ● Rights and Responsibilities ● Environment ● Money

St Malachy's R.C. Primary School EYFS 2020-2021

EYFS Curriculum – Personal, Social and Emotional Development	Nursery	Reception
Self-Confidence and Self-Awareness:	X	
Join in a discussion about good health, exercise, diet and keeping safe.		
Separates from main carer with support and encouragement from a familiar adult	X	
Expresses own preferences and interests.	X	
Can select and use activities and resources with help.	X	
Welcomes and values praise for what they have done.	X	
Enjoys responsibility of carrying out small tasks.	X	
Outgoing towards unfamiliar people and more confident in new social situations.	X	
Confident to talk to other children when playing, and will communicate freely about own home and community.	X	
Show confidence in asking adults for help.	X	
Talk about what I and others like and dislike.	X	
Join in with discussions about managing basic hygiene and personal needs including dressing and using the toilet.		X
Understand and follow the rules.		X
Confident to speak to others about own needs, wants, interests and opinions.		X
Can describe self in positive terms and talk about abilities.		X
ELG: Confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.		X
Making Relationships:	X	
Talk confidently about myself and others in a familiar group.		
Talk about similarities and differences.	X	
Interested in others' play and starting to join in.	X	
Seeks out others to share experiences.	X	

Shows affection and concern for people who are special to them.	X	
May form a special friendship with another child.	X	
Can play in a group, extending and elaborating play ideas.	X	
Initiates play, offering cues to peers to join them.	X	
Keeps play going by responding to what others are saying or doing.	X	
Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	X	
Talk about how I and others show our feelings.		X
Explain the correct way to behave and know there are consequences.		X
Initiates conversations, attends to and takes account of what others say.		X
Explains own knowledge and understanding, and asks appropriate questions of others.		X
Takes steps to resolve conflicts with other children.		X
ELG: Play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.		X
<u>Managing Feelings and Behaviour including Living in the Wider World</u>	X	
Make observations of animals and plants.		
Seeks comfort from familiar adults when needed.	X	
Can express their own feelings such as sad, happy, cross, scared, worried.	X	
Responds to the feelings and wishes of other.	X	
Aware that some actions can hurt or harm others.	X	
Tries to help or give comfort when others are distressed.	X	
Shows understanding and cooperates with some boundaries and routines.	X	
Can inhibit own actions/behaviours.	X	
Growing ability to distract self when upset.	X	
Talk about the features of my environment and how environment may vary.	X	X
Aware of own feelings, and knows that some actions and words can hurt others' feelings.		X
Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.		X
Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.		X
Can usually adapt behaviour to different events, social situations and changes in routine.		X
Understand that own actions affect other people.		X
Aware of the boundaries set, and of behavioural expectations in the setting.		X

Beginning to be able to negotiate and solve problems without aggression.		X
Explain the similarities and differences I can see in relation to places, objects, materials and living things.		X
Explain why some things occur and talk about changes.		X
Understand the difference between the footpath and the road. Know to walk with a grown up and hold hands when near a road Introduce Stop, Look, Listen and Think.	X	X
ELG: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.		X

Unit Overview Nursery

Nursery	Autumn	Spring	Summer
	<p><u>Self-Confidence and Self- Awareness</u> Children will begin to join in a discussion about good health, exercise, diet and keeping safe. They will talk about what they and others like and dislike. They will become more independent learners by showing that they can separate from their caregivers with support, select and use activities and resources, carry out small tasks and welcome/value praise for what they have done.</p>	<p><u>Making Relationships</u> Children will learn how to confidently talk about themselves and others in a familiar group. They will begin to talk about similarities and differences- becoming more interested in others' play and starting to join in. Children will begin to show affection and concern for people around them, identify who is special to them and beginning to form special friendships with others.</p>	<p><u>Managing Feelings and Behaviour including Living in the Wider World</u> Children will talk about the features of their environment and how different environments may vary. They will be able to explain the similarities and differences that they can see in relation to places, objects, materials and living things. They will begin to express their own feelings and are aware that some actions can hurt or harm others. This unit will also have a focus on road safety.</p>

Unit Overview Reception

Reception	Autumn	Spring	Summer
	<p><u>Self-Confidence and Self- Awareness</u> Children will learn to join in with discussions about managing basic hygiene and personal needs. They will look at basic hygiene and personal needs including dressing and using the toilet. Children will learn about rules and how to follow them. They will be able to speak confidently to others about their own needs, wants, interest and opinions.</p>	<p><u>Making Relationships</u> Children will be able to talk about how they and others show their feelings. They will explain the correct way to behave and know there are consequences. Children will be able to initiate conversation and takes into account what others say. They will learn to play cooperatively, taking turns with other as well as taking steps to resolve conflict with other children.</p>	<p><u>Managing Feelings and Behaviour including Living in the Wider World</u> Children will make observations of animals and plants. They will explain why some things occur and talk about changes. Children will become aware of their own feelings, and know that some actions and words can hurt others' feelings. They will learn how to tolerate delay when their needs are not immediately met. From this, they will learn to adapt their behaviour to different events, social situations and changes in routine. Children will become aware of boundaries set and expectations within the setting. Road Safety is also taught during this topic.</p>

Unit Overview Y1

	Autumn	Spring	Summer
Year 1	<p><u>Health and Wellbeing</u></p> <p>-Healthy Lifestyle: Talk about what helps to keep their bodies healthy and hygiene routines.</p> <p>- Growing and changing: Recognising what they are good at. Setting goals. Explore the term loss and feelings associated with loss. Discussing different body parts.</p> <p>-Keeping Safe: Talk about how to keep safe around household products; how to ask for help if worried about something. Road safety will also be taught during this topic.</p>	<p><u>Relationships</u></p> <p>-Feelings and Emotions: Learn how to recognise feelings in themselves and others; discussing and sharing how they feel.</p> <p>Healthy Relationships-Look at what is meant by secrets. Discuss how we keep safe; explore the special people in their lives.</p> <p>-Valuing Differences-Respecting similarities and differences in others; sharing views and ideas.</p>	<p><u>Living in the Wider World</u></p> <p>-Rights and Responsibilities: Discuss group and class rules; explore the word unique; everyone is unique and made in the image of God and explore that everybody is unique in some ways and the same in other ways.</p> <p>-Environment: How to look after their environment.</p> <p>- Money- Discuss where money comes from; how to use money and saving and spending money.</p>

Unit Overview Y2

	Autumn	Spring	Summer
Year 2	<p><u>Health and Wellbeing</u></p> <p>-Healthy Lifestyle: Discussions on healthy choices; different feelings; managing feelings.</p> <p>- Growing and changing: Recognising what they are good at; setting goals. Growing and changing in regards to our bodies and minds and becoming more independent; correct names for body parts (including external genitalia). Identifying what situations and experiences might cause negative feelings and developing strategies for problem solving.</p> <p>-Keeping Safe: Looking at keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts. Road safety will also be taught during this topic.</p>	<p><u>Relationships</u></p> <p>-Feelings and Emotions: Explore a range of behaviours; discuss how bodies and feelings can be hurt.</p> <p>-Healthy Relationships: Learning to listen respectfully to others and to play cooperatively; Explore appropriate and inappropriate touch; lessons on teasing and bullying.</p> <p>-Valuing Differences: Looking at respecting similarities and differences in others; sharing views and ideas with others.</p>	<p><u>Living in the Wider World</u></p> <p>-Rights and Responsibilities: Exploring and setting group and class rules; respecting their own and others' needs; groups and communities they belong to; look at people who work in the community; getting help in an emergency.</p> <p>-Environment: Discuss and learn about their local environment and how we can take good care of this from recycling to pollution.</p> <p>- Money: Discuss where money comes from; saving and spending money, needs and luxuries with money, making choices; keeping track of money spent/saved.</p>

Unit Overview Y3

	Autumn	Spring	Summer
Year 3	<p><u>Health and Wellbeing</u></p> <p>-Healthy Lifestyle: What makes a balanced diet; opportunities for making their own choices with food; what influences their food choices; discuss what habits are good and bad.</p> <p>-Growing and changing: Recognising what they are good at; setting goals. Describing theirs and other feelings; exploring conflicting feelings and how to manage these feelings. Explore life cycles looking at all stages and begin to explore the word death. To understand special people in our lives and show empathy towards others who may have lost these special people.</p> <p>-Keeping Safe: Look at and explore school rules in more detail. Move on to looking at school rules on health and safety; basic emergency aid; people who help them stay healthy and safe. Road safety will also be taught during this topic.</p>	<p><u>Relationships</u></p> <p>-Feelings and Emotions: Recognise a range of feelings in themselves and others; responding to how others are feeling.</p> <p>-Healthy Relationships: Look at positive healthy relationships and friendships; maintaining friendships; look at how actions affect ourselves and others; working collaboratively.</p> <p>-Valuing Differences: Recognising and responding appropriately to bullying.</p>	<p><u>Living in the Wider World</u></p> <p>-Rights and Responsibilities: Look at theirs and other responsibilities, explore rights and duties.</p> <p>-Environment: Discuss and debate health and wellbeing issues. Being a part of the community and to look at the range of people who work within our communities.</p> <p>- Money: Looking at enterprise; what it means; developing skills in enterprise.</p>

Unit Overview Y4

	Autumn	Spring	Summer
Year 4	<p><u>Health and Wellbeing</u></p> <p>-Healthy Lifestyle: What makes a balanced lifestyle and make choices; drugs common to everyday life; hygiene and germs.</p> <p>- Growing and changing: Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change. Explore the different feelings and emotions associated with loss and death at different stages.</p> <p>-Keeping Safe: How to keep safe in our local area and online; people who help them stay healthy and safe. Road safety will also be taught during this topic.</p>	<p><u>Relationships</u></p> <p>-Feelings and Emotions: Keeping something confidential or secret; when to break a confidence; recognise and manage dares.</p> <p>-Healthy Relationships: Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers.</p> <p>-Valuing Differences: Listen and respond effectively to people; share points of view.</p>	<p><u>Living in the Wider World</u></p> <p>-Rights and Responsibilities: Discuss and debate health and wellbeing issues. Appreciating differences and diversity in the UK and around the world.</p> <p>-Environment: Looking at sustainability of the environment across the world.</p> <p>- Money: Looking at the role of money; managing money (saving and budgeting); what is meant by interest and loan.</p>

Unit Overview Y5

	Autumn	Spring	Summer
Year 5	<p><u>Health and Wellbeing</u></p> <p>-Healthy Lifestyle: Look at what positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food and skills to make choices.</p> <p>- Growing and changing: To recognise what they are good at; setting goals; aspirations. Intensity of feelings and managing more complex feelings. Coping with change and transition; bereavement and grief. Children to become aware of the permanence of death and develop strategies for coping with sad feelings.</p> <p>-Keeping Safe: Strategies for managing personal safety in their local environment; online safety; including sharing images and mobile phone safety. Road safety will also be taught during this topic.</p>	<p><u>Relationships</u></p> <p>-Feelings and Emotions: Responding to feelings in themselves and others.</p> <p>-Healthy Relationships: Learning that actions have consequences; explore working collaboratively and how this looks in the work force; negotiation and compromise; giving feedback.</p> <p>-Valuing Differences: Children look at respectfully listening to others; raising concerns and challenging opinions of others in a respectful way.</p>	<p><u>Living in the Wider World</u></p> <p>-Rights and Responsibilities: Discuss and debate health and wellbeing issues (in the media); Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences.</p> <p>-Environment: Different rights and responsibilities and duties themselves and others have.</p> <p>- Money: Looking at the importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money and exploring tax.</p>

Unit Overview Year 6

	Autumn	Spring	Summer
Year 6	<p>Health and Wellbeing</p> <p>-Healthy Lifestyle: Explore images in the media and compare to reality; how this can affect how people feel; risks and effects of drugs.</p> <p>-Growing and changing: Recognising what they are good at and what they need to develop on and from this, set appropriately goals which stretch and challenge them. Looking at future aspirations. Changes at puberty; human reproduction; menstruation, roles and responsibility of parents. Discussing death and explore why society has difficulty using the 'real' words such as death/dying.</p> <p>-Keeping Safe: Independence; increased responsibility; keeping safe; influences in behaviour and resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice. Road safety will also be taught during this topic.</p>	<p>Relationships</p> <p>-Feelings and Emotions: Confidentiality and when to break a confidence; managing dares.</p> <p>-Healthy Relationships: Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy.</p> <p>-Valuing Differences: Respectfully listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying.</p>	<p>Living in the Wider World</p> <p>-Rights and Responsibilities: Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others</p> <p>-Environment: How resources are allocated; effect of this on individuals; communities and environment.</p> <p>- Money: Enterprise; setting up an enterprise.</p>



