PSHE (including RSE) Overview

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|  | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
| Theme | Being Me in my class | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Acorn Class (year 1 cycle) | Self-identity. Understanding feelings.  Being in a classroom.  Being gentle. Rights and responsibilities. | Identifying talents. Being special. Families.  Where we live. Making friends. Standing up for yourself. | Challenges. Perseverance. Goal-setting. Overcoming obstacles. Seeking help. Jobs.  Achieving goals. | Exercising bodies. Physical activity. Healthy food. Sleep. Keeping clean.  Safety. | Family life. Friendships. Breaking friendships.  Falling out. Dealing with bullying.  Being a good friend. | Bodies.  Respecting my body. Growing up.  Growth and change. Fun and fears. Celebrations. |
| Acorn Class (year 2 cycle) | Feeling special and safe.  Being part of a class.  Rights and responsibilities. Rewards and feeling proud. Consequences. Owning the Learning. Charter I can explain why my class is a happy and safe place to learn. | Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone | Setting goals. Identifying successes and achievements. Learning styles.  Working well and celebrating achievement with a partner. Tackling new challenges. Identifying and overcoming obstacles.  Feelings of success. | Keeping myself healthy. Healthier lifestyle choices. Keeping clean.  Being safe.  Medicine. safety/safety with household items.  Road safety. Linking health and happiness. | Belonging to a family.  Making friends/being a good friend. Physical contact preferences.  People who help us. Qualities as a friend and person.  Self-acknowledgement. Being a good friend to myself. Celebrating special relationships. | Life cycles – animal and human.  Changes in me. Changes since being a baby.  Differences between female and male bodies (correct terminology)  Linking growing and learning.  Coping with change.  Transition |
| Oak Class (year 1 cycle) | Hopes and fears for the year. Rights and responsibilities. Rewards and consequences. Safe and fair learning environment. Valuing contributions. Choices.  Recognising feelings.  I can explain why my behaviour can impact on other people in my class.  I can compare my own and my friends’ choices and can express why some choices are better than others. | Assumptions and stereotypes about gender. Understanding bullying.  Standing up for self and others. Making new friends.  Gender diversity. Celebrating difference and remaining friends | Achieving realistic goals. Perseverance. Learning strengths. Learning with others.  Group co-operation.  Contributing to and sharing success. | Motivation. Healthier choices. Relaxation. Healthy eating and nutrition. Healthier snacks and sharing food. | Different types of family.  Physical contact boundaries. Friendship and conflict.  Secrets.  Trust and appreciation Expressing appreciation for special relationships. | Life cycles in nature. Growing from young to old.  Increasing independence. Differences in female and male bodies (correct terminology) Assertiveness.  Preparing for transition |
| Oak Class (year 2 cycle) | Setting personal goals.  Self-identity and worth. Positivity in challenges. Rules, rights and responsibilities.  Rewards and consequences. Responsible choices Seeing things from others’ perspectives.  I can explain how my behaviour can affect how others feel and behave.  I can explain why it is important to have rules and how that helps me and others in my class learn.  I can explain why it is important to feel valued. | Families and their differences.  Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it.  Recognising how words can be hurtful.  Giving and receiving compliments. | Difficult challenges and achieving success. Dreams and ambitions.  New challenges. Motivation and enthusiasm. Recognising and trying to overcome obstacles. Evaluating learning processes. Managing feelings.  Simple budgeting. | Exercise.  Fitness challenges. Food labelling and healthy swaps. Attitudes towards drugs. Keeping safe and why it’s important. Online and off-line scenarios. Respect for myself and others. Healthy and safe choices | Family roles and responsibilities. Friendship and negotiation.  Keeping safe online and who to go to for help.  Being a global citizen.  Being aware of how my choices affect others.  Awareness of how other children have different lives. Expressing appreciation for family and friends. | How babies grow. Understanding a baby’s needs.  Outside body changes.  Inside body changes. Family stereotypes. Challenging my ideas.  Preparing for transition. |
| Year 7 | Being part of a class team.  Being a school citizen.  Rights, responsibilities and democracy (school council) Rewards and consequences. Group decision-making.  Having a voice. What motivates behaviour.  I can explain why being listened to and listening to others is important in my school community.  I can explain why being democratic is important and can help me and others feel valued. | Challenging assumptions. Judging by appearance. Accepting self and others. Understanding influences. Understanding bullying.  Problem-solving. Identifying how special and unique everyone is.  First impressions | Hopes and dreams. Overcoming disappointment  Creating new, realistic dreams. Achieving goals.  Working in a group. Celebrating contributions. Resilience. Positive attitudes. | Healthier friendships. Group dynamics. Smoking Alcohol. Assertiveness. Peer pressure. Celebrating inner strength. | Jealousy.  Love and loss.  Memories of loved ones.  Getting on and Falling Out. Girlfriends and boyfriends.  Showing appreciation to people and animals. | Being unique.  Having a baby.  Girls and puberty Confidence in change Accepting change. Preparing for transition. Environmental change. |
| Year 8 | Planning the forthcoming year.  Being a citizen. Rights and responsibilities. Rewards and consequences. How behaviour affects groups. Democracy, having a voice.  I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.  I can explain how the actions of one person can affect another and can give examples of this from school and a wider community. | Cultural differences and how they can cause conflict. Racism Rumours and name-calling. Types of bullying. Material wealth and happiness. Enjoying and respecting other cultures. | Future dreams. The importance of money, jobs and careers. Dream job and how to get there.  Goals in different cultures. Supporting others (charity) Motivation | Smoking, including vaping Alcohol Alcohol and anti-social behaviour. Emergency aid.  Body image. Relationships with food. Healthy choices. Motivation and behaviour. | Self-recognition and self-worth.  Building self-esteem. Safer online communities.  Rights and responsibilities online.  Online gaming and gambling.  Reducing screen time Dangers of online grooming.  SMARRT internet safety rules | Self- and body image.  Influence of online and media on body image.  Puberty for girls. Puberty for boys. Conception (including IVF) Growing.  Coping with change. Preparing for transition |
| Year 9 | Identifying goals for the year. Global citizenship. Children’s universal rights. Feeling welcome and valued. Choices, consequences and rewards. Group dynamics. Democracy, having a voice. Anti-social behaviour.  Role-modelling.  I can explain how my choices can have an impact on people in my immediate community and globally.  I can empathise with others in my community and globally and explain how this can influence the choices I make | Perceptions of normality. Understanding disability.  Power struggles. Understanding bullying. Inclusion/exclusion.  Differences as conflict, difference as celebration.  Empathy. | Personal learning goals, in and out of school.  Success criteria. Emotions in success. Making a difference in the world. Motivation. Recognising achievements.  Compliments. | Taking personal responsibility. How substances affect the body. Exploitation, including ‘county lines’ and gang culture. Emotional and mental health. Managing stress. | Mental health.  Identifying mental health worries and sources of support. Love and loss. Managing feelings. Power and control. Assertiveness. Technology safety. Take responsibility with technology use. | Self-image.  Body image.  Puberty and feelings. Conception to birth. Reflections about change.  Physical attraction. Respect and consent. Boyfriends/girlfriend.  Sexting.  Transition |
| Year 10 | Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation. | Assertiveness. Prejudice and discrimination.  My values and those of others. Challenging stereotypes. Discrimination in school.  How prejudice and discrimination fuels bullying.  Being inclusive. | What are my dreams and goals?  Steps to success.  Coping when things don’t go to plan. Rewarding my dreams. Intrinsic and extrinsic. Motivation. Keeping my dreams alive. How dreams and goals change in response to life. | Healthy choices about my emotional health. Managing stress. Manging my choices around substances. Managing my nutritional choices. Medicines and immunisation. Healthy choices about physical activity and rest/sleep | My changing web of friendships.  Support I need now and in the future. Developing positive relationships.  What external factors affect relationships, e.g. media influences? Assertiveness in relationships.  The changing role of families. | My changing body and feelings.  What is self-image? Coping during times of change.  My changing ways of thinking.  Managing my changes in mood.  Moving forwards into my next year of education. |
| Year 11 | Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Marriage. Protected characteristics. Active listening. | Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness. | Celebrating success, identifying goals. Employment. Learning from mistakes. Overcoming challenges. Planning skills. Safe & unsafe choices. Substances. Gangs.  Knives. Exploitation. Emergency first aid. | Stress and anxiety. Managing mental health. Physical activity and mental health. Effects of substances. Legal consequences Nutrition. Sleep. Vaccination and immunisation  importance of information on making health choices. | Characteristics of healthy relationships. Consent. relationships and change.  Emotions within friendships.  Peer on peer abuse. Rights and responsibilities, being discerning, Assertiveness.  Sexting. | Puberty changes. Reproduction facts. FGM.  Breast flattening/ ironing. Responsibilities of parenthood, IVF. Types of committed relationships.  Media and self-esteem.  Self-image.  Brain changes in puberty.  Factors affecting moods.  Sources of help and support. |
| Yr 11 extension | Perceptions about intimate relationships. Consent.  Sexual exploitation. Peer approval. peer on peer abuse, grooming, radicalisation, county lines, risky experimentation, positive and negative self- identity, groups, influences, social media, abuse and coercion, coercive control. | Positive change made by others. How positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multiculturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear & emotions Stand up to bullying, the golden rule Organ and blood donation | Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues | Long-term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, county lines, medicine, vaccinations, immunisation | Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support. | Types of close intimate relationships. Physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour. |