

## Curriculum Overview 20/21 – PSHEE- EYFS – Year 6- written by Katie Dale

PSHEE is taught in a timetabled lesson for half an hour a week in Year 1-6 and is taught through PSED, communication and language, understanding the world in EYFS.

September 2020- Curriculum updated to trial new guidance and parent working party started and ensure staff have CPD and confidence to deliver high quality lessons

**September 2021-** the PSHEE curriculum overview, policy (including RSE) and SOW have been updated to align with new curriculum (DfE and PSHE Association)

PSHEE is also addressed in areas like assemblies, visitors, school trips and school council feedback. PSHEE is a subject in Prep that is flexible, it is that opportunity to address personal, social, health, emotional and economic development of our class. It covers a great variety of knowledge and skills that empower our children to be in charge of their bodies throughout life changes, in their communities and in a variety of relationships. It also includes Fundamental British Values, important awareness dates, our RH7 core values and work with our school charities.

Scenarios, events and changes will arise that need to be taught or discussed within these PSHEE lessons. PSHEE is a subject that focuses on the pupils and their needs, teachers use their professional judgment as well as working with the PSHEE coordinator to plan lessons that are age appropriate and safe for the children. **Hygiene routines has been added to each class in Autumn 1, in preparation for the return to school after Covid-19 lockdown.**

Ground rules must be set at the beginning of PSHEE lessons, to ensure children feel safe, respected and confident to contribute and learning.

PSHEE, including RSE, is clearly communicated with parents through a working party, the bulletin and Twitter (@RH7PSHE)

	Autumn Term	Spring Term	Summer Term
<b>Whole Prep school</b>	<p>Class rules Core Values British Values</p> <p>Black History Month- October</p> <p>Mental Health Day (Mind)</p> <p>Anti-bullying week 16<sup>th</sup> Nov-20<sup>th</sup> Nov</p> <p>School Council and Eco Club</p>	<p>Children’s Mental Health Week- 3<sup>rd</sup> -9<sup>th</sup> Feb</p> <p>Safer Internet Day Tues 11<sup>th</sup> Feb</p> <p>Chinese New Year- Ox- Fri 12<sup>th</sup> Feb</p> <p>Mother’s Day- Sunday 14<sup>th</sup> March</p> <p>Sun safety</p>	<p>Mental Health week 16<sup>th</sup>- 22<sup>nd</sup> May</p> <p>Pride Month- June</p> <p>Father’s Day- Sunday 20<sup>th</sup> June</p> <p>Transition to a new year group</p>

	Autumn Term 7+6	Spring Term 6+5	Summer Term 7+4
	Relationships	Health and Well-being	Living in the Wider World
EYFS	<p>Class rules and respect</p> <p><b>Hygiene routines</b></p> <p>Being polite/manners</p> <p>Saying 'yes please' and 'no thank you'</p> <p><b>Listening</b></p> <p><b>Being kind</b></p> <p><b>Caring families and friends</b></p> <p><b>Feelings vocabulary</b></p> <p>Sharing feelings</p> <p>Everyone is the same/everyone is different</p>	<p>What makes us healthy?</p> <p>Why is exercise good for us?</p> <p>Why is food good for us?</p> <p><b>Body parts and Talk PANTS</b></p> <p>How can I be safe?</p> <p>How do I keep clean?</p> <p>What happens if something goes wrong?</p> <p>Who do I talk to?</p> <p>How things change- plants, pets, people (including death)</p>	<p><b>Where does money come from?</b></p> <p>What jobs are there?</p>
Year 1	<p>Class rules and respect</p> <p><b>Hygiene routines</b></p> <p><b>Being polite and manners</b></p> <p><b>Seeking permission</b></p> <p><b>Recognising privacy</b></p> <p><b>Recognise and name feelings</b></p> <p><b>Managing big feelings</b></p> <p>How behaviour can affect others</p> <p>Resolving disagreements</p> <p><b>What does a family mean?</b></p> <p><b>Different families</b></p>	<p>What helps us grow and stay healthy? (including physical activity)</p> <p>Good food but what happens if we eat too much sugar?</p> <p>Importance of keeping clean</p> <p><b>(Body parts and) Talk PANTS</b></p> <p>How do we grow and how do our needs change?</p> <p>Who keeps us safe?</p> <p>How do we ask for help?</p> <p><b>Truth and Lies</b></p>	<p>How do we care for others?</p> <p><b>What can we do with money?</b></p> <p>How can we look after our local environment?</p>
Year 2	<p>Class rules and respect</p> <p><b>Hygiene routines</b></p> <p><b>Kind and unkind</b></p> <p><b>Playing and working cooperatively</b></p> <p><b>Recognising hurtful behaviour and getting help</b></p> <p>Resisting pressure- choices</p> <p><b>How to make friends</b></p>	<p><b>Healthy teeth/dental care</b></p> <p>Medicines- health and dangers</p> <p>What helps us to stay safe?</p> <p>Asking for help- when, why and how?</p> <p>How rules and age restrictions keep us safe?</p> <p><b>Recap Body parts and TALK PANTS</b></p> <p>Why is sleep important?</p>	<p>What jobs do people do?</p> <p>Who works in our community?</p> <p>How do we spend and save money?</p> <p>How do we look after our environment (local and global)?</p>

	<p><b>Having different friends</b>  Similarities and differences  Physical and mental health  Who helps us to keep safe  Different feelings at different times</p>	<p>What is privacy?  <b>What are good secrets and bad secrets?</b></p>	
Year 3	<p><b>Class rules and respect</b>  <b>Hygiene routines</b>  Habits  <b>Self-respect and manners</b>  Personal boundaries  <b>Secrets</b>  <b>Seeking Permission</b>  Consent  <b>What makes a family- family structure</b>  Bullying  Getting advice</p>	<p>Balanced lifestyle (including physical activity)  Healthy food choices and influences  Why do we eat healthy and sleep well?  Basic first aid  How rules and age restrictions keep us safe?  Personal strengths and achievements  Habits  Recognising and managing dares  <b>Taking a break from online</b>  Mental wellness and warning signs</p>	<p>What groups do we belong to?  What makes a community?  Responsibilities (home, school and in the community)  Rights, freedom and responsibility  Jobs in the community that keep us safe</p>
Year 4	<p><b>Class rules and respect</b>  <b>Hygiene routines</b>  Differences and similarities between us and between relationships  Responding to hurtful behaviour and managing confidentiality  Managing friendships  <b>Appropriate and inappropriate physical contact</b>  Peer influence  <b>Diversity</b>  <b>Stereotypes (gender, race, religious etc)</b></p>	<p>What strengths, skills and interest do we have?  Oral hygiene- why should we look after our teeth?  What is a balanced lifestyle? (including the importance of sleep and a healthy diet)  <b>Changes since birth (physical and emotional)</b>  <b>Changes into puberty (growing and changing)</b>  How do our needs change  What are risks and how can we manage them?  Drugs in everyday life- good and bad  Vaccinations and immunisations  Brief review of Basic first aid</p>	<p>What makes a community?  What roles do you have in your communities?  How can our choices make a difference to the environment?  <b>What is the role of money?</b>  <b>How can we save and budget?</b>  <b>What is meant by loans and interest?</b></p>

<p>Year 5</p>	<p>Class rules and respect  <b>Hygiene routines</b>  <b>Relationship with your own body</b>  <b>Healthy and Unhealthy relationships</b>  Importance of friendship  Showing compassion  <b>Valuing diversity</b></p> <p><b>Puberty (including menstruation, erections and wet dreams), human reproduction and the organs, our body parts and their roles (where to seek safe support)</b></p>	<p>Healthy sleep habits  Choosing a healthy lifestyle  Mental health and how to look after it</p> <p><b>Responding to an emergency (basic first aid)</b>  How we keep safe</p> <p><b>Personal identity</b>  <b>Our qualities</b></p> <p><b>Loss and Bereavement</b></p> <p>Recognising what you are good at and setting goals (social, mental, physical and academic),  Online vs face to face communication, Resolving disputes, Personal behaviour choices, Feelings-changing intensity and proportionate reactions,</p>	<p>What jobs would we like? Careers?  What decisions can people make with money?  <b>Finance- loans, credit, debt, tax, management of money</b></p> <p>What does work mean?</p> <p>What are human rights?</p> <p>How can media influence people?</p> <p>What is anti-social behaviour?  <b>Challenging discrimination</b>  How can I manage my own personal safety in my community?</p>
<p>Year 6</p>	<p>Class rules and respect  <b>Hygiene routines</b>  Expressing opinions  Modelling positive behaviour  <b>Pressure and consent</b>  Personal and peer boundaries -Where to get help  Review Healthy and unhealthy relationships  <b>Attraction- civil partnership, committed relationships and marriage</b>  <b>Gender identity and sexual orientation (breaking stereotypes)</b>  Positive body image</p>	<p><b>Personal identity (recap- thinking about self)</b>  Human reproduction (science)  <b>Review puberty- physical and emotional changes, sex and the law, hygiene</b>  Increasing independence  Drug use and the law and the media  <b>Managing time online</b></p> <p>Keeping yourself safe</p> <p>Mental wellness and unwellness</p> <p><b>SUM- Challenging discrimination and stereotypes</b></p>	<p>Cultural practises in the community  Human's and children's rights  How can we protect our environment?</p> <p>'Transition to Senior' Unit</p>