

Subject: PSHE, RSE & Values

	EYFS	KS1	
	YR	Y1	Y2
<p>Curriculum Purpose of study and aims:</p>	<p>Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.</p> <p>They foster the characteristics of effective early learning:</p> <ul style="list-style-type: none"> • Playing and exploring • Active learning • Creating and thinking critically <p>PSED Educational Programme:</p> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p>Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.</p> <p>The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.</p> <p>Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary. Respect for others should be taught in an age-appropriate way, in terms of understanding one’s own and others’ boundaries in play, in negotiations about space, toys, books, resources and so on.</p> <p>From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils’ lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.</p> <p>Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to</p>	

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		<p>be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers. A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as ‘virtues’) in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.</p> <p>Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.</p>
<p>Curriculum Subject Content / Attainment:</p>	<p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> - 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. 	<p>BY THE END OF KS1 (Onslow Designed Curriculum – adapted from the Primary RSE Curriculum Objectives):</p> <ul style="list-style-type: none"> • Families: similarities and differences in families, characteristics of a healthy family life (in greater detail) • Caring relationships: characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties and that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • Respectful relationships: the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take

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ELG: 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.

ELG: 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 to others' needs.

in a range of different contexts to improve or support respectful relationships that in school and in wider society they can expect to be treated with respect by others. Different types of bullying, the impact and how to get help.

- Online safety: 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.
- Being safe: knowing that each person's body belongs to them, how to ask for help or advice from other, where to get advice and who to talk to if they are worried (in greater detail than in EYFS). It is not always right to keep secrets if they relate to being safe.
- Mental wellbeing: Mental wellbeing is a normal part of daily life, in the same way as physical health. The scale of emotions that all humans feel in relation to different experiences and situations. Expanding their vocabulary around emotions. How to act appropriately. Learning what helps our mental wellbeing and where to seek help.
- Internet safety and harms: See Computing curriculum below
- Physical health and fitness: mental and physical benefits of an active lifestyle. Use of Travel Tracker to encourage walking to school.
- Healthy eating: what constitutes a healthy diet and why it is important.
- Health and prevention: how to keep safe in the sun. The importance of good sleep routines, dental and personal hygiene.
- Basic first aid: how to call 999 in an emergency. Why first aid is important and who to ask if you or someone else is injured.

Other aspects including naming body parts are included within the Science National Curriculum.

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	EYFS	Y1	Y2
Autumn 1 Belonging and Friendship	<p>Topic: Journeys (all about me)</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Making friends • Turn taking • 'Colour Monster' and interactive display • Starting school books • Getting to know the school, staff and pupils • School tour • Different classroom areas inside & out • Learning class rules • Valuing the backgrounds of all pupils • Home corner role play <p>Key Questions:</p> <ul style="list-style-type: none"> • What makes me a good friend? • Who am I? <p>Onslow:</p> <ul style="list-style-type: none"> • Introducing circle times • Carefully planned transition into EYFS • Class mascot linked to PSED & values • Introduce school values 	<p>Topic: Around the UK</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Story – 'Six Dinner Sid' • Learning about our community and neighbours • Class rules and reasons for them • Circle time rules • Understanding that you are part of different groups • To discuss likes and dislikes. • To think about the ways in which we are similar and different to others. • To think about why it is good to be different. <p>Key Questions:</p> <ul style="list-style-type: none"> • Who is in your family? • Who are your neighbours? • What is a community and which do you belong to? <p>Onslow:</p> <ul style="list-style-type: none"> • Develop new class rules with the children each year • Taking responsibility for our learning space 	<p>Topic: Into the Dark (Florence Nightingale and Great fire of London)</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Establishing values, sharing kindness • Respecting others • Online safety • Healthy friendships • Understanding difference <p>Key Questions:</p> <ul style="list-style-type: none"> • What needs do we have? • What keeps us healthy? • How do we stay safe online? <p>Onslow:</p> <ul style="list-style-type: none"> • Role play as Florence Nightingale • Email Florence Nightingale • Burning houses (GFOL)
Autumn 2 Respect	<p>Topic: Journeys (celebrations)</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Self-regulation • Discussing different celebrations – linked to Diwali and Christmas • Setting simple goals • Circle times linked to class issues/problems as and when they arise • Games to develop turn taking 	<p>Topic: Terrific Transport</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Thinking about the way you act and how this shows you care about yourself, others and the world. • E-safety. • Caring relationships: • To recognise, name and deal with their feelings in a positive way. 	<p>Topic: Into the dark (Guy Fawkes)</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Online safety • Sharing & kindness – not resorting to violence • How information is shared online • Keeping safe online & morals • To understand why it is important to look out for your classmates.

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	<p>Key Questions:</p> <ul style="list-style-type: none"> • Why do we need class rules? • How am I feeling? • Can I identify a range of emotions? <p>Onslow:</p> <ul style="list-style-type: none"> • Firework safety • Characteristics of effective learning dinosaurs introduced 	<ul style="list-style-type: none"> • To think about themselves, learn from their experiences and recognise what they are good at. • To know that family and friends should care for one another. <p>Key Questions:</p> <ul style="list-style-type: none"> • What do you do if you feel unsafe? • Why do you need to stay safe on a journey? <p>Onslow:</p> <ul style="list-style-type: none"> • Firework safety • Remembrance • Giving and receiving gifts – saying thank you. • Healthy eating 	<ul style="list-style-type: none"> • To think about the ways that we can make our class a happy community <p>Key Questions:</p> <ul style="list-style-type: none"> • How do we stay safe online? <p>Onslow:</p> <ul style="list-style-type: none"> • Discussing the morals of Guy Fawkes.
<p>Spring 1</p> <p>Happiness</p>	<p>Topic: Once upon a time – Traditional tales</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Hand washing continued. • Communicating their thoughts and opinions effectively. • Identifying key adults. • Snack bar and traditional tales – link to healthy eating • Using morals from stories to teach key skills <p>Key Questions:</p> <ul style="list-style-type: none"> • What makes us happy? • How can we help each other? 	<p>Topic: Our wonderful world: Wintery Wonderlands</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • ‘The huge box of worries’ • E-safety continued • To know how happy feels • Reasons for happiness • Understand the meaning of worry – how to deal and cope. • To realise that people and other living things have needs, and that they have responsibilities to meet them. • To know how to make simple choices that improve their health and well-being <p>Key Questions:</p> <ul style="list-style-type: none"> • What makes you feel happy? Augustus and his smile • What is a worry? • When do you feel worried? • How can you feel better? 	<p>Topic: Explorers – women explorers</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Sterotypes • Sharing interests • Same principles apply online and face to face • To learn about the people in our community who can help us. • To learn how to ask for help when they need it. • To know how and when to make a 999 call. • To recognise what is right and wrong. <p>Key Questions:</p> <ul style="list-style-type: none"> • Why would a woman explorer have a greater challenge?

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	<p>Onslow:</p> <ul style="list-style-type: none"> Circle time: morals of stories e.g. what makes people happy, ways that we can help each other, telling the truth, playground behaviour, listen to both sides of story 	<p>Onslow:</p> <ul style="list-style-type: none"> Happiness box & worry hands How can you dress to stay warm? 	<p>Onslow:</p> <ul style="list-style-type: none"> Sylvia Earle
<p>Spring 2</p> <p>Responsibility</p>	<p>Topic: Once upon a time – fantasy stories</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Internet safety Playing and working together Keeping our bodies healthy – dentists and doctors. Visits from real dentists and doctors. Linked to ‘Zog and the flying doctors’. <p>Key Questions:</p> <ul style="list-style-type: none"> How can I help? <p>Onslow:</p> <ul style="list-style-type: none"> Topics arising through morals in stories e.g. telling lies, going into strange houses 	<p>Topic: Our wonderful world: Sizzling Equators</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Respecting different cultures and traditions around the UK. Physical health and fitness: mental and physical benefits of an active lifestyle. Use of Travel Tracker to encourage walking to school. To understand what it means to be unique. To think about the ways in which I am unique. To understand why it feels good to be active To think about fun ways to keep active To learn how activity affects the body <p>Key Questions:</p> <ul style="list-style-type: none"> How can you keep cool and safe in the sun? <p>Onslow:</p> <ul style="list-style-type: none"> Link to PE – dance & fitness. Class helpers 	<p>Topic: Explorers</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Challenging stereotypes Respectful Relationships Questioning Comparing and contrasting To know the emotional impact that words can have on themselves and others. To recognise, name and deal with feelings in a positive way To recognise choices they make, and recognise the difference between right and wrong <p>Key Questions:</p> <ul style="list-style-type: none"> Why do you think...? Where might they be from? <p>Onslow:</p> <ul style="list-style-type: none">
<p>Summer 1</p> <p>Honesty</p>	<p>Topic: Our world</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Looking after our world/minibeasts/plants CoEL – solving problems Basic first aid 	<p>Topic: Castles</p> <p>Curriculum:</p> <ul style="list-style-type: none"> To understand the importance of healthy eating; To learn how to make healthy eating choices. 	<p>Topic: Tales from different cultures</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Appreciation of differences & celebrating them Families across the world

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	<p>Key Questions:</p> <ul style="list-style-type: none"> • What impact do we have on the world? <p>Onslow:</p> <ul style="list-style-type: none"> • Looking after your environment and living things. 	<ul style="list-style-type: none"> • How to make simple choices that improve their health and wellbeing <p>Key Questions:</p> <ul style="list-style-type: none"> • What makes a balanced plate/meal? • What happens when people eat unhealthy foods all the time? <p>Onslow:</p> <ul style="list-style-type: none"> • Castle WOW day 	<ul style="list-style-type: none"> • To think about the ways in which we are similar and different to others. • To think about why it is good to be different. <p>Key Questions:</p> <ul style="list-style-type: none"> • Why am I special? • How do we make sure everyone is included in our play? <p>Onslow:</p>
<p>Summer 2</p> <p>Confidence</p>	<p>Topic: Our world</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Summer safety e.g. hot weather, sun cream • Exploring similarities and differences e.g. cultures <p>Key Questions:</p> <ul style="list-style-type: none"> • What have I learned/enjoyed this year? • How have I changed? <p>Onslow:</p> <ul style="list-style-type: none"> • Transition to Y1 	<p>Topic: Oh I do like to be beside the seaside</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Setting simple goals. • To learn ways to keep safe in the home. • How to search safely online. <p>Key Questions:</p> <ul style="list-style-type: none"> • How can I calm down? <p>Onslow:</p> <ul style="list-style-type: none"> • Mindfulness • Transition to Y2 	<p>Topic: Tales from different cultures</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Online safety – using images • Basic first aid • Staying safe online <p>Key Questions:</p> <ul style="list-style-type: none"> • Why is first aid important? <p>Onslow:</p> <ul style="list-style-type: none"> • Making their own Book Creator presentation • Transition to junior school – link to emotions/feelings.
<p>Additional e.g. clubs, wow weeks, visitors, whole school events etc</p>	<p>PSHE/RSE Scheme followed in KS1 – Go Givers. Additional PSHE teaching through HLTA class lessons weekly in KS1</p> <p>Weekly KS1 Values and Achievement assemblies (Reception join in the summer term).</p> <p>Use of Travel Tracker to encourage walking to school and healthy lifestyles.</p> <p>A lot of content is delivered in cross-curricular lessons e.g. Computing lessons on online safety.</p>		