

PSHE/RSE is taught through units which cover ERelations, economic, emotional and physical wellbeing. Our PSHE/RSE curriculum explores hopes, dreams, aspirations, education alongside keeping healthy and exploring how changes affect our physical and mental health and wellbeing.

Knowledge Categories A range of knowledge categories are explored through each unit and provide lenses through which to consider different aspects of PSHE/RSE.	Physical Wellbeing Online Wellbeing Emotional Wellbeing Economic Wellbeing Relationships					Recognise	Respond	Reflect	Economic Wellbeing, Emotional Wellbeing, Physical Wellbeing, Relationships																																																				
	We use 3D PSHE as a scheme for our curriculum. This has been adapted to support our school's need and curriculum drivers. The units are detailed within the sequencing plan																																																												
	Reception						Year 1						Year 2						Year 3						Year 4						Year 5						Year 6																								
Topic	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer																															
Whole school events	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Safer Internet Day Mental Health Week	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need	Anti-bullying week Speak out, Stay Safe Assembly NSPCC Children in Need																															
Circle Time	Everyone is special, Be kind and help each other; Be gentle; Concentrate on your task						Everyone is special, Be kind and help each other; Be gentle; Concentrate on your task; Transition to KS2 site						Getting to know you, Listening and concentrating, Feelings, Being kind, Friendship, Cooperation, Solving problems, Resolving conflict, Achieving, Changes, Name-calling, Physical bullying, Gender, Racism, Asertiveness						Getting to know you, Listening and concentrating, Feelings, Being kind, Friendship, Cooperation, Solving problems, Resolving conflict, Achieving, Changes, Name-calling, Physical bullying, Gender, Racism, Asertiveness						Getting to know you, Listening and concentrating, Feelings, Being kind, Friendship, Cooperation, Solving problems, Resolving conflict, Achieving, Changes, Name-calling, Physical bullying, Gender, Racism, Asertiveness																																				
Online Wellbeing	Lesson 22 - E-safety - Be safe.			Online Safety CL U5.6						Online Safety CL U5.7						e-safety - online safety, chat and privacy CL U6.3.3																																													
Economic Wellbeing		Lesson 25 - Libby Bug!																																																											
Emotional Wellbeing	Lesson 1 Hide and Seek Lesson 8 - Me and You.	Lesson 14 - Family Fun. Lesson 15 - One gold star.	Lesson 20 - The new pet. Lesson 21 - Getting in a knot.	Managing emotions CL U1.2.3.7 CL U4.1.2						Our possibilities - aspirations CL U4.6 Right and Wrong CL U3.4 CL U4.5	How to deal with bullying behaviours CL U2.5 U3.5.5 Taking responsibility for actions CL U3.5	Managing emotions CL U3.6 CL U4.3 CL U4.4				Loss and separation, lost and found CL U5.1.2	Looking after our emotional and mental health needs CL U1.3.3																																												
Physical Wellbeing	Lesson 3 - I like... Lesson 6 - Take the plunge.	Lesson 11 - I feel poorly. Lesson 12 - Clean and Tidy.	Lesson 17 - I'm stuck! Lesson 19 - Busy Body.	Looking after our physical health CL U2.4 CL U3.1.4	Mini First Aid training - Staying safe CL U3.1.2					Speak out, Stay Safe Workshop NSPCC	Looking after our physical health CL U2.1.2.3.5.6 CL U1.5.6 Understanding risk - drugs CL U5.3	Growth and change 4				Speak out, Stay Safe Workshop NSPCC	Looking after our physical health CL U1.1.2 The importance of sleep CL U2.4	Growth and change, baby to teen CL U7.1.2. 999 Emergency CL U8.1.3 and My First Aid training Physical Health - healthy bodies CL U2.1.2																																											
Relationships	Lesson 2 - Nan's House Lesson 4 - It's your turn. Lesson 5 - What a problem. Lesson 9 - Stick to the rules.	Lesson 7 - An old friend. Lesson 10 - Rainy Days. Lesson 23 - Eid Mubarak!	Lesson 13 - Bully Boy. Lesson 16 - All join in. Lesson 18 - A place of cake. Lesson 24 - Playground Games.	Rules and expectations CL U1.1.2.3 CL U3.1 Friendship CL U4.1.2	Celebrating differences CL U3.2 How to deal with bullying behaviours CL U2.1.4 CL U5.4.5	Family U4.5.6 Treating others with kindness CL U3.6 CL U1.15 Caring for the local community CL U1.6	Rules and expectations CL U1.1.2 School Community CL U2.1.2.3 Friendship CL U4.3.4 Co-operation with others CL U1.4.5.6	Caring for the local community CL U2.4.5				Rules and expectations CL U1.1.2.3. Friendship CL U5.1.3. Communicating clearly - keeping ourselves safe NSPCC PANTS	Communicating clearly and being a good listener CL U1.1.2.3.2. Diversity in school communities CL U2.1.2	Building a team - shared goals and values CL U2.1.3	Managing emotions - overreacting and blending CL U5.5	Responding to others and expressing opinions CL U1.1.4. Family Relationships, beliefs CL U4.3.4	How are we the same and how are we different - family, friendships, beliefs CL U4.3.4	Family changes - relationships undertaken through EQUATE project. Communicating clearly - keeping ourselves safe CL U4.1																																											
RECOGNISE	ECONOMIC WELLBEING	Recognise where money comes from and the choices people make to spend money on things they want and need						Identify the different types of work people do and learn about different places of work						Recognise why people work						Identify the range of jobs carried out by the people they know						Recognise what influences the choices people make about how money is spent						Identify the skills they need to develop to make their own contribution in the working world in the future						Recognise how people manage money and learn about basic financial capability																							
	EMOTIONAL WELLBEING	Talks about how they and others show feelings						Recognise, name and manage their feelings in a positive way						Recognise what they are good at						Recognise what they like and dislike						Face new challenges positively and know when to seek help						Recognise that people can feel alone and misunderstood and learn how to give appropriate support																													
	PHYSICAL WELLBEING	Confident to speak to others about own needs, wants, interests and opinions						Recognise why healthy eating and physical activity are beneficial						Recognise that some substances can help or harm the body						Recognise the simple physical changes to their bodies experienced since birth						Show awareness of changes that take place as they grow						Recognise that there are medicines and some other substances that can be used in a safe way to improve health						Identify the different kinds of risks associated with the use and misuse of a range of substances that can have on individuals, their families and friends						Recognise when physical contact is acceptable and unacceptable																	
	RELATIONSHIPS	Confident to speak in a familiar group. describe self in positive terms, and talk about abilities						Recognise that there are people who care for and look after them						Identify different relationships that they have and why these are important						Recognise how their behaviour affects other people						Identify strategies to respond to negative behaviour constructively and ask for help						Recognise that positive friendships and relationships can promote health and wellbeing						Identify how to find information and advice through help lines						Recognise how new relationships may develop																	
REFLECT	ECONOMIC WELLBEING	Understand that we cannot always afford the items we want to buy						Reflect on the range of skills needed in different jobs						Make connections between their learning, the world of work and their future economic wellbeing																																															
	EMOTIONAL WELLBEING	Talks about their own and others' behaviour and its consequences						Understand the difference between impulsive and considered behaviour						Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements						Reflect on own mistakes and make amends						Talk, write and explain their views on issues that affect the wider environment						Reflect on how to deal feelings about themselves, their family and others in a positive way																													
	PHYSICAL WELLBEING	Says why they like some activities more than others (ELG) It's all about						Reflect on the similarities and differences between people						Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle						Understand the nature and consequences of negative behaviours such as bullying and aggressiveness						Reflect on the many different types of relationships that exist						Judge what kind of physical contact is acceptable or unacceptable in relationships																													
	RELATIONSHIPS	Initiates conversations, attends to and takes account of what others say. Confident to speak to others about own needs, wants, interests and opinions						teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying						Understand the nature and consequences of negative behaviours such as bullying and aggressiveness						Reflect on the many different types of relationships that exist						Judge what kind of physical contact is acceptable or unacceptable in relationships																																			
RESPOND	ECONOMIC WELLBEING	Contribute to enterprise activities						Suggest how they can contribute to a range of activities that help them to become more enterprising						Look after their money and realise that future wants and needs may be met through saving						Show initiative and take responsibility for activities that develop enterprise capability																																									
	EMOTIONAL WELLBEING	Beginning to be able to negotiate and solve problems without aggression Says when they do or don't need help						Make positive real-life choices (television, games, money)						Share their opinions on things that matter to them						Talk about their views on issues that affect themselves and their class						Begin to make responsible choices and consider consequences						Develop strategies for managing and controlling strong feelings and emotions						Begin to set personal goals						Take action based on responsible choices						Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures											
	PHYSICAL WELLBEING	Explains own knowledge and understanding						Make simple choices that improve their health and well being e.g. healthy eating						Demonstrate basic road safety skills						Manage basic personal hygiene						Extend strategies to cope with risky situations						Follow school rules about health and safety and know where to get help						Behaviour safely and responsibly in different situations						Begin to make informed lifestyle choices						Take responsibility for their physical active and nutrition in achieving a physically and mentally healthy lifestyle						Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs					
	RELATIONSHIPS	Takes steps to resolve conflicts with other children by finding compromises						Develop positive relationships through work and play						Seek help from an appropriate adult when necessary						Empathise with another viewpoint						Form and maintain appropriate relationships with a range of different people						Manage changing emotions and recognise how they can impact on relationships						Talk with a wide range of adults																							

Key content and Knowledge