

PSHE/RSE Overview 2021 - 2022 (Wellbeing journals and continual focus every week)

	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><u>Health and wellbeing/Living In The Wider World</u></p> <ul style="list-style-type: none"> • Goal setting • Democracy and rule of law -classroom rules • Hygiene - (bacteria and virus) - link to Covid. How simple hygiene routines can stop the spread of diseases. 	<p><u>Health and wellbeing/Living In The Wider World</u></p> <ul style="list-style-type: none"> • Goal setting • Democracy and rule of law -classroom rules • Hygiene (recap) (bacteria and virus) link to Covid. How hygiene routines can help stop diseases. Understand joint responsibility in stopping the spread. 	<p><u>Health and wellbeing/Living In The Wider World</u></p> <ul style="list-style-type: none"> • Goal setting • Democracy and rule of law -classroom rules • Hygiene (bacteria and virus) link to covid. Discuss hygiene routines. Can discuss different routines in home and school. Understand their responsibility of practising hygiene in home and school. 	<p><u>Health and wellbeing/Living In The Wider World</u></p> <ul style="list-style-type: none"> • Goal setting • Democracy and rule of law -classroom rules • Hygiene - types of virus and how they can be transmitted in certain ways and the effect they can have (bacteria and virus) link to Covid. Understand their role in stopping the spread.
Autumn 1	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • Good friendships - maintaining good friendships • Healthy relationships - <u>consent and personal space - asking people to be near them and waiting for yes to be too close.</u> 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • Friendships and families • Physical contact - acceptable and unacceptable - <u>consent and physical boundaries</u> e.g. - <u>is it ok to hug anyone? Who is it acceptable to have physical contact with,</u> 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • Friendships and families - types and what makes a healthy relationship. Skills to keep a healthy friendship/relationship. • Collaborative learning - compromise and negotiation (actions have consequences) 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • Committed loving relationships - recognise what an unhealthy relationship looks like. • Physical contact - acceptable and unacceptable - and

	<p>Collaborative working - What is a shared goal? skills needed to work in a group. Things that cause arguments, what they can do to work in a group.</p> <ul style="list-style-type: none"> • Secrets and confidentiality - understand when it is ok to keep a secret and the types of things that can be kept a secret. 	<ul style="list-style-type: none"> • Collaborative working - solving disputes among peers 	<ul style="list-style-type: none"> • Privacy - <u>consent and personal boundaries - When should you have privacy? What does privacy mean? Are their times when you shouldn't have privacy?</u> 	<p>sexual touching- <u>consent</u></p> <ul style="list-style-type: none"> • Personal boundaries - right to privacy • How actions affect others.
<u>Autumn 2</u>	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • Balanced lifestyles - what makes balanced diet; making choices about food • Keeping safe - school rules on health and safety, basic first- aid. Understand risk and dangers • People who help us stay safe. 	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • Keeping safe in the local area and online • People who help keep us safe and where/how to get help • Changes that happen and the feelings associated with them • Media and images and how this effects feelings 	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • Keeping safe - personal safety including sharing images, online and phone and in the environment • Managing physical and mental risk • Seeking help • Emotions - dealing with complex emotions 	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • Independence and increased responsibility and safety • Managing risk and peer pressure • Keeping safe - personal,(physical including FGM) online and phone • Who can help them stay safe and where to get that help from different types of risk and danger.
<u>Spring 1</u>	<p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> • Discuss and debate health and wellbeing issues. What things 	<p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> • Discuss and debate health and wellbeing issues. Suggest areas that could be discussed. 	<p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> • Discuss and debate health and wellbeing issues -debate health issues in the current 	<p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> • Discuss and debate health and wellbeing issues

	<p>can keep them healthy - sleep etc.</p> <ul style="list-style-type: none"> • Rules and laws - What is a rule? What is a law? Classroom and school rules. How they keep us safe. • Dealing with conflict - agreeing and disagreeing • Being part of a community - who works in the community. • Looking after the environment - litter etc 	<p>Providing advice about staying healthy e.g. food, sleep exercise.</p> <ul style="list-style-type: none"> • Rules and laws -(re-cap what they are). Law in the wider community (police monitor these rules). • UNICEF rights of the child. Know we all have basic human rights - what are they? Discuss Child's rights. Why do children need their own? • Anti-social behaviour - what it is and how it can affect people. 	<p>media of the time (could be obesity, increase in diabetes etc). Steps to take to look after their own well-being.</p> <ul style="list-style-type: none"> • Law making - changing laws. How are laws made and how to be part of changing them. • People and customs (democracy) • Anti-social behaviour including vandalism. How this can affect others and how we can challenge it. • Dealing with conflict - respecting different points of view. 	<ul style="list-style-type: none"> • British Law (democracy) and cultural practices • UNICEF rights of the child - the importance and why they are legally binding. Discuss the most important for them. How do organisations meet these rights? • Illegal practices (understanding that cultural beliefs are over-ridden by human rights e.g. FGM) • Being part of a community and groups that support this.
<p><u>Spring 2</u></p>	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • Feelings and empathy - responding to emotions in others. Understand a wider range of emotions and how they show and how to respond to them. • Valuing difference (stereotypes). What is a stereotype? Types of stereotyping. The 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • Recognising different emotions in self and others - how feelings can affect thoughts and behaviours. • Share points of view - how to listen respectfully even if you disagree. Why is it important to consider another's point of view? 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • Dealing with emotions and listening to others including raising concerns in a respectful manner. • Valuing difference (stereotypes). Give different types of stereotyping in the media. How this can lead to discrimination. • Discrimination including bullying and how to 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • Emotions and confidentiality and when to break a confidence - understand that sometimes keeping a confidence can cause harm. • Understanding what makes us different - how language and images can contribute

	<p>problems stereotyping can lead to.</p> <ul style="list-style-type: none"> • Recognising and responding to bullying - the different places it can take place. • Managing dares. What is a dare? How does it feel to be dared? When might it not be ok to give or accept a dare? 	<p>How can you challenge a point of view?</p> <ul style="list-style-type: none"> • Confidentiality and when to break that. Describe the feelings when we are asked to keep a secret. • Identity and discrimination including bullying. Understand why these behaviours are hurtful and the effect they have. Understand the difference between playful teasing and being hurtful. 	<p>challenge in a safe and non-threatening way.</p> <ul style="list-style-type: none"> • Confidentiality - what does it mean to keep a confidence. What type of things do you need to keep confidential? When the behaviours of another person indicates they should not keep the secret. 	<p>the way we view ourselves.</p> <ul style="list-style-type: none"> • Challenging discrimination, stereotypes and bullying and the effect it can have on others - understand the correct use of gender, sex and sexual orientation. (Show Red Card Week) • Managing dares - understand the difference between a dare and a challenge and where to get help/advice.
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<p><u>Summer 1</u></p>	<p><u>Living In the wider world</u></p> <ul style="list-style-type: none"> • Human and children's rights. What are basic rights? Children have their own - why? • People, places and customs. Discuss their family traditions and customs and maybe that of groups. Why are these important to groups/individuals? • Money - role of money in life. Why do we need it? How does it work globally? 	<p><u>Living In the wider world</u></p> <ul style="list-style-type: none"> • Difference and diversity within the UK - religion, ethnicity etc • Role of money - managing money - budgeting, saving, what is meant by interest and loan • Sustainability and the environment across the world. The earth provides us with resources that are finite - what can we do about this? How does it affect the environment? 	<p><u>Living In the wider world</u></p> <ul style="list-style-type: none"> • Identity and diversity (including customs and ethnic and religious identity) • Media and social media - how these can distort reality and the issues associated with this. • Money - role finance plays in people's lives, managing loans, debts, interest and tax; what is enterprise? Being a critical consumer. 	<p><u>Living In the wider world</u></p> <ul style="list-style-type: none"> • How resources are allocated and the effects on people, community and environment • Diversity (including ethnic and religious) • Money - loans and finances • Entrepreneurs
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	<ul style="list-style-type: none"> • What is enterprise - give some examples and explain ways to raise money etc. 			
<u>Summer 2</u>	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • Describing feelings and how and where they feel in the body and managing them. How emotions can be in conflict. • Balanced lifestyles - what makes a balanced diet; making choices about food. What they need to consider when making these choices. • Habits - what they are and how they can be hard to break. • Managing risk - keeping safe in the local environment. • Puberty - see additional guidance 	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • Media and images - understand that the images portrayed are not always reality - they are 'created' for a purpose. What effect can this have? • Balanced lifestyle - what is that (make good choices food, exercise etc) • Drugs - tobacco, caffeine and alcohol and good medicine. • Changes at puberty - see additional guidance. • Personal strengths 	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • The effects of positivity and negativity on physical and mental health • Coping with change, transition and grief • Making informed decisions for a balanced lifestyle including food, effect of exercise and drugs etc • Drugs - legal and illegal • Celebrating success and having high aspirations • Puberty - see additional guidance. Fertilisation of seeds etc and periods but not human reproduction. 	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • The effects of positivity and negativity on physical and mental health including a balanced lifestyle. • Media and images and how this affects how people feel • Celebrating success and having high aspirations • Change and loss • Puberty (re-cap) and human reproduction

**** All children will cover internet safety as part of their ICT**

**** Puberty additional guidance in planning folder under Teacher guidance in planning toolkits.**