



PSHCE (including RSHE) CURRICULUM OVERVIEW

YEAR NURSERY

PRIME AREAS – (The Prime Areas overarch all learning)

COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
<p>22-36 - Listening and attention Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained-using child's name helps focus.</p> <p>22-36 - Understanding Identifies action words by pointing to the right picture e.g. 'Who's jumping?' Understands more complex sentences, e.g. 'Put your toys away then we'll read a book.' Understands 'who', 'what', 'where' in simple questions (e.g. who's that? What's that? Where is?). Developing understanding of simple concepts (e.g. big/little).</p> <p>22-36 - Speaking Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'. Uses a variety of questions (eg: what, where, who). Uses simple sentences (e.g. Mummy gonna work). Beginning to use word endings (e.g. going, cats).</p>	<p>22-36 - Moving and handling Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes such as circles and lines. Walks upstairs or downstairs holding onto a rail two feet to a step. May be beginning to show preference for dominant hand.</p> <p>22- 26 - Health and self-care Feeds self competently with spoon. Drinks well without spilling. Clearly communicates their need for potty or toilet. Beginning to recognise danger and seeks support of significant adults for help. Helps with clothing, e.g. puts on hat, unzips zipper on jacket takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support.</p>	<p>22-26 - Self-confidence and self-awareness Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests.</p> <p>22-36 - Managing feelings and behaviour Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, and worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p> <p>22-36 - Making Relationships Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child.</p>
<p>30-50 - Listening and attention Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity).</p> <p>30-50 - Understanding Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions.</p> <p>30-50 - Speaking Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p>	<p>30-50 - Moving and handling Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.</p> <p>30-50 - Health and self-care Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>30-50 - Self-confidence and self-awareness Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.</p> <p>30-50 - Managing feelings and behaviour Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p>30-50 - Making Relationships Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>

IN EYFS WE HAVE SPECIFIED ACTIVITIES WE PLAN FOR, BUT SOME ACTIVITIES WILL BE UNIQUE TO EACH COHORT AND WILL COME FROM THEIR EXPERIENCES.

Topics	All about me	Festivals	Animals (bears)	Story building (Traditional tales)	Growth	Our World/ Changes	EARLY LEARNING GOALS – EXPECTED FOR THE END OF RECEPTION
<p>PSHCE PSED – Personal, Social and Emotional Development</p> <p>STRANDS Self-Confidence and Self – Awareness Managing Feelings and Behaviour Making Relationships</p>	<p>Making Relationships Can select and use activities and resources with help. Welcomes and values praise for what they have done. Self-confidence and Self-awareness Aware of own feelings, and knows that some actions and words can hurt others’ feelings. Managing Feelings and Behaviour Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p>	<p>Making Relationships Can select and use activities and resources with help. Welcomes and values praise for what they have done. Self-confidence and Self-awareness Aware of own feelings, and knows that some actions and words can hurt others’ feelings. Managing Feelings and Behaviour Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p>	<p>Making Relationships Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. Self-confidence and Self-awareness Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Managing Feelings and Behaviour Initiates play, offering cues to peers to join them.</p>	<p>Making Relationships Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. Self-confidence and Self-awareness Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Managing Feelings and Behaviour Initiates play, offering cues to peers to join them.</p>	<p>Making Relationships Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Self-confidence and Self-awareness Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine. Managing Feelings and Behaviour Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming</p>	<p>Making Relationships Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Self-confidence and Self-awareness Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine. Managing Feelings and Behaviour Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Self-confidence and self-awareness Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.</p> <p>Managing feelings and behaviour Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Making relationships Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p>



PSHCE (including RSHE) CURRICULUM OVERVIEW

YEAR RECEPTION

PRIME AREAS – (The Prime Areas overarch all learning)

COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
<p>40-60 - Listening and attention Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.</p> <p>40-60 - Understanding Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>40-60 - Speaking Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>	<p>40-60 - Moving and Handling Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>40-60 - Health and self-care Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p>	<p>40-60 - Self-confidence and self-awareness Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p>40-60 - Managing feelings and behaviour Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>40-60 - Making relationships Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>
<p>ELG - Listening and attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>ELG - Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>ELG - Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>ELG - Moving and handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>ELG - Health and self-care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>ELG - Self-confidence and self-awareness Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>ELG - Managing feelings and behaviour Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>ELG - Making relationships Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>



PSHCE (including RSHE) CURRICULUM OVERVIEW

Reception

Theme	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overview	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
Whole school initiatives/national events	Mental health awareness day (10 th October)	Anti-bullying week Cyber-bullying day Road safety week	Safer Internet Day Children's mental health week Hertfordshire Feeling Good Week	Sun safety	Mental Health Awareness Week Walk to school week	National School Sports Week



PSHCE (including RSHE) CURRICULUM OVERVIEW

YEAR 1

Theme	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overview	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	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
Summative assessment statements ('Working at ARE')	I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.	I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.	I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy.	I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.
Links with RSHE statutory guidance	R7, R9, R12, R14, R16, H2, H3, H4, H7	R7 - R13, R16, R17, R19, R25, R29, R31, R32, H2, H3, H7, H8, H9,	R12, R16, R30, H2, H3, H4,	R15, H1, H2, H3, H5, H6, H18, H19, H21, H22, H23, H24, H25, H28, H30	R1, R2, R3, R4, R7 - R16, R19, R25, R26, R27, R28, R30, R32, H2, H3, H6, H9,	R1, R6, R25, R26, R27, R29, R32, H2, H3, H4, H34
Whole school initiatives/national events	Mental health awareness day (10 th October)	Anti-bullying week Cyber-bullying day Road safety week	Safer Internet Day Children's mental health week Hertfordshire Feeling Good Week	Sun safety	Mental Health Awareness Week Walk to school week	National School Sports Week



PSHCE (including RSHE) CURRICULUM OVERVIEW

YEAR 2

Theme	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overview	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	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
Summative assessment statements ('Working at ARE')	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.	I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.	I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.
Links with RSHE statutory guidance	R12, R13, R14, R15, R16, R19, R25, R32, H2, H3,	R7 - R14, R16 - R22, R25, R30, R31, R32, H2, H3, H4, H7, H8, H9, H13, H15, H17	R12, R13, R14, R15, R16, R19, R30, H2, H3, H4,	H1, H2, H3, H5, H6, H12, H18, H19, H20, H21, H22, H23, H24, H25, H28	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R16, R19, R20, R22, R25 - R32, H2, H3, H15,	R15, R19, R25, R26, R27, R29, R30, R31, R32, H2, H3, H34
Whole school initiatives/national events	Mental health awareness day (10 th October)	Anti-bullying week Cyber-bullying day Road safety week	Safer Internet Day Children's mental health week Hertfordshire Feeling Good Week	Sun safety	Mental Health Awareness Week Walk to school week	National School Sports Week



PSHCE (including RSHE) CURRICULUM OVERVIEW

YEAR 3

Theme	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overview	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	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 offline 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
Summative assessment statements ('Working at ARE')	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.	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.	I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	I can identify things, People and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services. I can express how being anxious/ scared and unwell feels.	I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.
Links with RSHE statutory guidance	R7, R8, R9, R12, R13, R14, R16, R19, R21, R25, R32, H2, H3	R1 - R7 - R21, R23, R25, R30, R31, R32, H2, H3, H4, H7, H8, H9, H13, H15,	R12, R13, R14, R15, H2, H3, H4,	R15, R20 - R26, R28 - R32, H1, H2, H3, H5, H6, H9, H11, H17 - H25, H28, H32	R1, R2, R3, R4, R7 - R13, R16 - R26, R32, H2, H3, H9, H11 - H17	R1, R2, R3, R4, R18, R27, H2, H3, H34, H35
Whole school initiatives/national events	Mental health awareness day (10 th October)	Anti-bullying week Cyber-bullying day Road safety week	Safer Internet Day Children's mental health week Hertfordshire Feeling Good Week	Sun safety	Mental Health Awareness Week Walk to school week	National School Sports Week



PSHCE (including RSHE) CURRICULUM OVERVIEW

YEAR 4

Theme	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overview	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	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 I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.
Summative assessment statements ('Working at ARE')	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.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.
Links with RSHE statutory guidance	R7, R8, R9, R11, R12, R13, R14, R16, R19, R25, H2, H3	R11, R12, R13, R15, R16, R17, R20, R21, R22, R25, R30, R31, R32, H2, H3, H4, H7, H8, H9, H13,	R12, R14, R16, H2, H3,	R7 - R16, R19, R20, R21, R22, R25, R29 - R32, H1, H2, H3, H4, H21, H24, H25, H26	R2, R4, R6 - R14, R16, R19, R25, R32, H2, H3, H4, H7, H9, H10	R1, R2, R3, R4, R26, R27, H2, H3, H4, H34, H35
Whole school initiatives/national events	Mental health awareness day (10 th October)	Anti-bullying week Cyber-bullying day Road safety week	Safer Internet Day Children's mental health week Hertfordshire Feeling Good Week	Sun Safety	Mental Health Awareness Week Walk to school week	National School Sports Week



PSHCE (including RSHE) CURRICULUM OVERVIEW

YEAR 5

Theme	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overview	<p>Planning the forthcoming year</p> <p>Being a citizen</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>How behaviour affects groups</p> <p>Democracy, having a voice, participating</p>	<p>Cultural differences and how they can cause conflict</p> <p>Racism</p> <p>Rumours and name-calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures</p>	<p>Future dreams</p> <p>The importance of money</p> <p>Jobs and careers</p> <p>Dream job and how to get there</p> <p>Goals in different cultures</p> <p>Supporting others (charity)</p> <p>Motivation</p>	<p>Smoking, including vaping</p> <p>Alcohol</p> <p>Alcohol and anti-social behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behaviour</p>	<p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online grooming</p> <p>SMARTT internet safety rules</p>	<p>Self- and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Conception (including IVF)</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Preparing for transition</p>
Summative assessment statements ('Working at ARE')	<p>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.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends</p>
Links with RSHE statutory guidance	R12, R13, R14, R15, R16, H2, H3, H7,	R5, R9, R10, R12, R13, R15, R16, R17R18, R29, R30, R31, R32, H2, H3, H4, H7, H8, H9	R12, R15, R16, H2, H3,	R12, R15, R16, R18, R25, R27, R30, R31, R32, H1 - H6, H9, H10, H18, H19, H20, H21, H24, H25, H32, H33	R11 - R17, R19 - R26, R29, R30, R31, R32, H1 - H5, H7 - H17,	R15, R25, R26, R27, H1 - H6, H10, H18, H34, H34
Whole school initiatives/national events	Mental health awareness day (10 th October)	Anti-bullying week Cyber-bullying day Road safety week	Safer Internet Day Children's mental health week Hertfordshire Feeling Good Week	Sun safety	Mental Health Awareness Week Walk to school week	National School Sports Week,



PSHCE (including RSHE) CURRICULUM OVERVIEW

YEAR 6

Theme	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overview	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	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/girlfriends Sexting Transition
Summative assessment statements ('Working at ARE')	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.	I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.	I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.	I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.
Links with RSHE statutory guidance	R6, R7, R12, R13, R14, R25, H2, H3, H4	R3, R12, R13, R15, R16, R17, R18, R19, R21, R25, R30, R31, R32, H2, H3, H4, H7, H8, H10, H13, H17	R12, R13, R15, R16, H2, H3, H4, H7	R6, R7, R11, R15, R16, R19, R25, R26, R27, R30, R31, R32, H1 - H10, H12, H17 - H21, H24, H25, H28, H31	R8, R9, R10, R11, R13, R15, R17, R19 - R32, H1 - H18, H21	R1, R4, R6, R7, R8, R9, R13, R15, R16, R19, R27, R30, R32, H1, H2, H3, H4, H6, H7, H9, H10, H34, H35
Whole school initiatives/national events	Mental health awareness day (10 th October)	Anti-bullying week Cyber-bullying day Road safety week	Safer Internet Day Children's mental health week Hertfordshire Feeling Good Week	Sun safety	Mental Health Awareness Week Walk to school week	National School Sports Week



Curriculum Drivers

Subject: PSHCE (including RSHE)

Challenge	<p>Pupils non-academic skills are developed and promoted through extra-curricular opportunities, e.g. yoga/mindfulness clubs.</p> <p>Pupils are encouraged to develop their life skills/social skills/emotional regulation to create successful, well-rounded individuals who are equipped to reach their full potential.</p> <p>Pupils are encouraged to develop their higher order thinking skills.</p> <p>Pupils are challenged to consider themselves as part of a wider, global community.</p>
Inclusion	<p>EYFS – opportunities to develop early social skills e.g. taking turns</p> <p>Using pictorial representations to support those pupils who struggle to verbalise how they are feeling</p> <p>Zones of regulation enables all children to participate</p> <p>The individual needs of pupils are identified and the pupils are encouraged to support these</p> <p>Opportunities are provided for the pupils to engage in a range of activities to develop their awareness of diversity, difference</p>
Positive Minds	<p>Resilient tortoise Pupils are equipped with skills which enable them to keep on trying, even when things are difficult.</p> <p>Risk-taking penguin Pupils are given the opportunity to challenge themselves, whilst being taught that some risky behaviour is dangerous.</p> <p>Reflective owl Pupils reflect on themselves as individuals and as learners.</p> <p>Team Bee Pupils are given the opportunity to develop skills required to work together harmoniously.</p>