

PSHE overview

**Our Vision**

*Immense in a Christian community, each individual is encouraged, challenged and nurtured to learn and grow to achieve their full potential.*

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| **Key stage 1** | **Autumn – Healthy me!** | | **Spring – Keeping safe!** | | | **Summer – Happy and healthy!** | |
| **Year 1/ 2**  **Cycle A** | Drugs, alcohol education- What goes in to our bodies? | Mental health and emotional wellbeing.  How do I feel? | Keeping Safe and managing risks  How do we feel safe? | Identify, Society and equality  Me and others | | Careers, Financial and economic wellbeing  My money | Physical health and well being |
|  | I can make some healthy snacks and explain why they are good for my body.  I can express how it feels to share healthy food with my friends. | I can tell you why I appreciate someone who is special to me.  I can express how I feel about them. | I can say what may hurt me.  I can say what a risk is.  I can say how the risk may hurt me.  I can say how to prevent the risk from hurting me. | I understand the rights and responsibilities of being a member in my class  I know how to make my class a safe place for everybody to learn | | I can tell you how I felt when I succeeded in a new challenge and celebrated it.  I know how to store the feelings of success in my internal treasure chest. | I can identify the parts of the body that make boys different to girls and can use the correct names for these.  I respect my body and understand which parts are private. |
|  | **Medicines and me** | **Friendships** | **Indoor and outdoor risks** | **Relationships**  **What makes me similar / different?** | | **Careers, Financial and economic wellbeing**  **I can create** | **What keeps me healthy?** |
| **Year 1/ 2**  **Cycle B** | I can tell you why I think my body is amazing and can identify to some ways to keep it healthy and safe.  I can recognise how being healthy helps me to feel happy. | I can identify some of the things that cause me conflict between me and my friends.  I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends. | I understand the rights and responsibilities of being a member in my class and school  I can help to make my class a safe and fair space to learn | I can recognise the physical differences between boys and girls, use the correct names for the parts of the body and appreciate that some parts of my body are private.  I can tell you what I like/don’t like about being a boy/girl. | | I can explain some of the ways I work cooperatively in my group to create the end product.  I can express how it felt to be working as part of this group. | I can make some healthy snacks and explain why they are good for my body.  I can express how it feels to share healthy food with my friends. |
|  | I understand how democracy and having a voice benefits the school community  I can take on a role in a group and contribute to the overall outcome  OBON, E safety and keeping safe | | | | | | |
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| Key stage 2 |  | | | | | | |
|  | **Autumn** | | **Spring** | | | **Summer** | |
|  | **Tobacco is a drug** | **Strengths and challenges** | **Bullying** | **What helps me choose?** | | **Save, spend and budget** | **How do I change?** |
| **Yr 3/ 4**  **Cycle A** | I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.  I can explain what drugs are. I can explain the differences between drugs.  I can express how being anxious or scared feels. | I can what makes me special and different from others.  I can say what I am good at.  I can say what I would like to be better at.  I can say how I may improve. | I can tell you about a time when my words affected someone’s feelings and what the consequences were.  I can give and receive compliments and know how this feels. | I understand why rules are needed and how they relate to rights and responsibilities  I value myself and know how to make someone else feel valued and welcome | | I can explain how some of the actions and work of people around the world help and influence my life.  I can show an awareness of how this could affect my choices. | I can identify boys’ and girls’ bodies change on the inside 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 know how to cope with these feelings. |
| **Yr 3/ 4**  **Cycle B** | **Making safe choices** | **Healthy feelings** | **Playing safe** | **What is important to me?** | | **What is important to me? PH and WB** | **What is important to me? PH and WB** |
| **Yr 3/ 4**  **Cycle B** | 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 tell you a time when my first impression of someone changed as I got to know them.  I can explain why it is good to accept people for who they are. | I can say how to keep safe whilst playing.  I can explain some of the dangers, which could face me. I can say who I can turn to for help. | I know how to make a new plan and set new goals even if I have been disappointed.  I know what it means to be resilient and to have a positive attitude. | | I can explain different points of view on animal rights issues.  I can express my own opinion and feelings on this. | I can identify what I am looking forward to when I am in Year 5.  I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this. |
| Ongoing | I understand how democracy and having a voice benefits the school community  I can take on a role in a group and contribute to the overall outcome  OBON, E safety and keeping safe | | | | | | |
|  | **Autumn** | | **Spring** | | | **Summer** | |
|  | **What may influence our choices?** | **Balanced feelings** | **What to do if things go wrong?** | **Stereotypes and discriminations/ prejudices.** | | **Borrowing and earning and Healthy relationships** | **Wellbeing and the media** |
| **Yr 5** | I can describe the different roles food can play in people’s lives and can explain how people can develop eating problems (disorders) relating to body image pressures.  I respect and value my body. | I can explain the differences between direct and indirect types of bullying.  I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied. | I can explain how to stay safe when using technology to communicate with my friends. | I understand my rights and responsibilities as a British citizen and a member of my school  I can empathise with people in this country whose lives are different to my own | | I can explain how people can earn money. I can explain what money is needed for. I can explain how people may get into debt. | I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others. |
| I can describe how boys’ and girls’ bodies change during puberty.  I can express how I feel about the changes that will happen to me during puberty. |
| Ongoing | OBON and E Safety work  I know that there are universal rights for all children but for many children these rights are not met  I understand my own wants and needs and can compare these with children in different communities | | | | | | |
|  | **Autumn** | | **Spring** | | | **Summer** | |
|  | **Weighing up the risk** | **Healthy minds and relationships** | **Keeping safe in the wider community** | | **Human rights** | **Borrowing and earning**  **Participate** | **Healthy relationships and bodies.** |
| **Yr 6** | I can evaluate when alcohol, tobacco is being used responsibly, anti-socially or being misused.  I can tell you how I feel about using alcohol and tobacco when I am older and my reasons for this.  I can describe ways to manage risk of the internet and social media. | I can recognise when people are trying to gain power or control.  I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. | 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 either situation. | | I can describe some ways in which I can work with other people to help make the world a better place.  I can identify why I am motivated to do this. | I can explain what borrowing is.  I can explain why someone may want to borrow.  I can explain some of the dangers of borrowing.  I can describe how people may save to purchase goods. | I can describe how a baby develops from conception through the 9 months of pregnancy and how it is born.  I recognise how I feel when I reflect on the development and birth of a baby. |
| Ongoing | I know that there are universal rights for all children but for many children these rights are not met  I understand my own wants and needs and can compare these with children in different communities  OBON and Safety | | | | | | |

**To make your RSE lessons accessible you should:**

* Make sure that teaching is differentiated and personalised. This is particularly important when planning lessons for classes where there are a large minority of pupils with SEND. Schools should also be mindful of preparing for adulthood outcomes, as set out in the SEND Code of Practice.
* Be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships education and RSE can also be particularly important subjects for some pupils; for example those with social, emotional and mental health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.
* Identify where topics and teaching styles need to be tailored specifically to pupils at different developmental stages depending on the nature of their special needs or disability.
* Ensure that all RSE subjects and teaching styles are delivered in a sensitive, age-appropriate and developmentally appropriate manner. It’s up to your school to develop your RSE policy in accordance with the make up of your pupil body and wider community. Your school shouldn’t avoid teaching difficult subjects and instead use different types of delivery to support learning and understanding.

This is vital in ensuring all classes are accessible no matter the pupils' needs.

**The SEND Code of Practice**

Within the SEND Code of Practice, section 8.13 sets out advice for supporting young people preparing to make their own decisions. The RSE curriculum covers information that pupils need to know when developing opinions and longer-term life decisions. It’s important that SEND pupils are supported throughout and given all the information they need.

The code of practice states:

“As young people develop, and increasingly form their own views, they should be involved more and more closely in decisions about their own future. After compulsory school age (the end of the academic year in which they turn 16) the right to make requests and decisions under the Children and Families Act 2014 applies to them directly, rather than to their parents.”