

PSHE and RSE Programme of Study 2021



Curriculum intent

At Putnoe Primary School, children's well-being, happiness and safety are our first priority using PSHE as the key vehicle through which we share this with children. We aim to provide all of our children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives in modern Britain. PSHE is underpinned by the school's Behaviour and Discipline Policy and our Values Education. It is accessed throughout the curriculum, as well as being taught in isolation, following a coherently planned curriculum which provides children with opportunities to learn new skills, practice and apply embedded skills and allows children quality time to reflect on what it means to them.

Implementation

The Programme of Study has been taken from the PSHE association and adapted to fit the needs of the children at Putnoe Primary School. It includes suggested resources, information for teachers and quality key texts
The Programme of study is broken down into three core themes:

- Core theme 1. Relationships (R) – Autumn Term (All year groups will cover the 3 themes, but they are not always taught in the order below)
- Core theme 2. Living in the Wider World (L) – Spring A and Summer B
- Core theme 3. Health and Wellbeing (H) – Spring B and Summer A and B

The units have been organized to allow PSHE weeks and days to fall when the unit is being taught. Each term has a core theme focus which ensures consistency across year groups and phases and provides a clear progression from EYFS to Year 6. Assemblies, focus days and other whole school events are planned around the core themes.

Autumn: Relationships			Spring: Living in the Wider World and Health and Wellbeing			Summer: Health and Wellbeing and Living in the Wider world		
Families and Friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Keeping safe	Physical health and Mental wellbeing	Money and work	Growing and changing

The Programme of Study ensures thorough coverage of the statutory guidance set out by the Department for Education for Relationships and Sex Education (RSE) and Health Education. This has been embedded within the Programme of Study whilst ensuring a broad and balanced curriculum is being delivered.

Putnoe Primary School PSHE and RSE: LONG-TERM OVERVIEW

	Autumn: Relationships			Spring: Living in the Wider World and Health and Wellbeing			Summer: Health and Wellbeing and Living in the Wider world		
	Families and Friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Keeping safe	Physical health and Mental wellbeing	Money and work	Growing and changing
EYFS	Understand what a family is and what it means to them. Understanding about similarities and differences between ourselves and others	How to show feelings. Seeking help from trusted adults should they need to	Self-confidence and how to feel good about self- success. Understand how to adjust behaviours to different situations	Talk about own and others' behaviour and its consequences. Understand how to work as a group and understand what rules are	Understanding that a range of technology is used in places such as homes and schools	Understand the need for safety when tackling new challenges. Considering and managing relevant risks such as at home or in the playground	Understanding basic hygiene including dressing and going to the toilet	Jobs in familiar environments such as their family and their school	Understanding good practices regarding sleep, exercise, eating and hygiene help with healthy growth
Year 1	Roles of different people; families. feeling cared for	Recognising privacy. staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs, looking after the environment	Using the internet and digital devices. communicating online	How rules and age restrictions help us. keeping safe online	Keeping healthy; food and exercise, hygiene routines. sun safety	Strengths and interests; jobs in the community	Recognising what makes them unique and special; feelings. managing when things go wrong
Year 2	Making friends. feeling lonely and getting help	Managing secrets. resisting pressure and getting help. recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities. being the same and different in the community	The internet in everyday life; online content and information	Safety in different environments; risk and safety at home. emergencies	Why sleep is important, medicines and keeping healthy. keeping teeth healthy; managing feelings and asking for help	What money is. needs and wants. looking after money	Growing older. naming body parts. moving class or year
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour. the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used, assessing information online	Risks and hazards. safety in the local environment and unfamiliar places	Health choices and habits: what affects feelings; expressing feelings	Different jobs and skills; job stereotypes; setting personal goals	Personal strengths and achievements. managing and re-framing setbacks
Year 4	Positive friendships, including online	Responding to hurtful behaviour. managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Medicines and household products. drugs common to everyday life	Maintaining a balanced lifestyle; oral hygiene and dental care	Making decisions about money; using and keeping money safe	Physical and emotional changes in puberty; external genitalia; personal hygiene routines. support with puberty

Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people. recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted. different media types, their role and impact	Keeping safe in different situations, including responding in emergencies, first aid and FGM	Healthy sleep habits; sun safety. medicines, vaccinations, immunisations and allergies	Identifying job interests and aspirations. what influences career choices. workplace stereotypes	Personal identity. recognising individuality and different qualities; mental wellbeing
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure. consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity. challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Keeping personal information safe. regulations and choices; drug use and the law; drug use and the media	What affects mental health and ways to take care of it. managing change, loss and bereavement; managing time online	Influences and attitudes to money. money and financial risks	Human reproduction and birth. increasing independence; managing transition

EYFS- MEDIUM- Term- OVERVIEW

Term	Topic	In this unit of work, pupils learn....	Quality assured resources to support planning
Autumn a and B- Relationships	<p>Respecting ourselves and others Self-confidence and how to feel good about self-success. Understand how to adjust behaviour to different situations.</p> <p>Why is it cool to be me? PoS Refs: R21, R22</p>	<ul style="list-style-type: none"> About why it is important to feel good about themselves What they like about themselves What they are proud of How they can express kindness to others by noticing good in others Different types of feelings What kind and unkind behaviours mean in and out of school both in person and online How kind and unkind behaviours can make people feel What the school values mean About class rules, school values, charter of rights, headteacher award Shows sensitivity to his/her own and to others' needs (BR) Sees himself/herself as a valuable individual (MS) Shows resilience and perseverance in the face of challenge (MS) Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge (MS) Can set and work towards simple goals, is able to wait for what he/she wants and control his/her immediate impulses when appropriate (SR) 	<ul style="list-style-type: none"> Tomorrow I'll be kind by Jessica Hische The hugasaurus – Rachel bright <p>Library</p> <ul style="list-style-type: none"> Kind – Allison Green Smartest Giant in Town- Julia Donaldson- selfless acts <p>EYFS Topic box</p> <ul style="list-style-type: none"> Duck and Goose (about different feelings) Banana- Ed vere (picture book about sharing) Taking Turns Owning up Don't be sad Sam- Lisa Regan (different ways to cope with sadness) No hitting Henry Don't get Angry Annie
	<p>Families and friendships Understand what a family is and what it means to them. Understanding about similarities and differences between ourselves and others.</p> <p>Anti-bullying week- 15th- 19th November</p> <p>What is a family? PoS Refs: R1, R2, R3, R4, R5</p>	<ul style="list-style-type: none"> That families are important for children growing up to look after them A family gives love and keeps each other safe Understand that families can look different to each other. Understand that families around the world will look different from each other and have different traditions and living conditions To recognize that if any kind of relationship is making them feel unsafe, then they must seek help from a trusted adult. Forming positive attachments to adults and friendships with peers (BR) Being able to identify and moderate his/her own feelings socially and emotionally (SR) 	<ul style="list-style-type: none"> Usborne: All about Families by Felicity Brooks <p>Library</p> <p>EYFS Topic box</p> <ul style="list-style-type: none"> Families by Shelly Rotner. Parents (different types of parents)

	<p>Safe relationships How to show feelings. Seeking help from trusted adults should they need to.</p> <p>Who keeps me safe? PoS Refs: R10, R13, R15, R16, R17</p>	<ul style="list-style-type: none"> • To understand who a trusted adult might be • To recognize that if any kind of relationship is making them feel unsafe then they must seek help from a trusted adult • Identify different types of feelings • About ways that they can show feelings through talking • What to do if they find talking hard • In what other ways can they show their feelings? Drawing, acting, writing • Builds constructive and respectful relationships. • Thinking about the perspectives of others. (BR) • Expresses his/her feelings and considers the feelings of others (SR) 	<ul style="list-style-type: none"> • Usborne- All about feelings by Felicity Brooks <p>Library</p> <ul style="list-style-type: none"> • Duck And Goose: How Are You Feeling? <p>EYFS Topic box</p> <ul style="list-style-type: none"> • Feelings: Inside My Heart and In My Head... • Ruby's Worry: A Big Bright Feelings Book
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<p>Spring A- Living in the Wider World</p>	<p>Belonging to a community Talk about own and others' behaviour and its consequences. Understand how to work as a group and understand what rules are</p> <p>What does 'together' mean? PoS Refs: L1, L2, L3</p>	<ul style="list-style-type: none"> • To understand the word community • Different types of community • What values our school has and how we work as a community to achieve them • examples of rules in different situations e.g., class rules, rules at home, rules outside • Working together to make a difference- At school, at home, in the community • Works and plays cooperatively and takes turns with others (BR) • Can explain the reasons for rules, knows right from wrong and tries to behave accordingly (MS) • Is able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions (SR) • Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/her behaviour accordingly (SR) 	<ul style="list-style-type: none"> • What if everybody did that? By Ellen Javernick <p>Library</p> <p>EYFS Topic box</p>
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	<p>Media literacy and Digital resilience Understanding that a range of technology is used in places such as homes and schools.</p> <p>How can I find out more? PoS Refs: L7, L8</p>	<ul style="list-style-type: none"> • What the internet is. • Where can the internet be found- On a phone, a tablet, a computer, a watch sometimes... • how and why people use the internet • the benefits of using the internet and digital devices • That, like the playground or any other environment, the internet is somewhere that needs to have rules to keep everyone safe. What might these rules be • Knows and can talk about the different factors that support his/her overall health and wellbeing; sensible amounts of 'screen time' (MS) 	<ul style="list-style-type: none"> • Clicker the Cat by Kyla Cullinane <p>Library</p> <ul style="list-style-type: none"> • Troll Stinks • Penguin Pig <p>EYFS Topic box</p>
<p>Spring B- Health and Wellbeing</p>	<p>Keeping safe Understand the need for safety when tackling new challenges. Considering and managing relevant risks such as at home or in the playground.</p> <p>What does it mean to stay safe? PoS Refs: H28, H34</p>	<ul style="list-style-type: none"> • How do they feel when they are safe? • What do adults do to keep them safe at school/at home/in the playground/ at the park • What is their job in terms of keeping themselves safe in a variety of different situations? e.g., stranger danger, not touching the cooker at home, showing good listening, • Knows and can talk about the different factors that support his/her overall health and wellbeing; being a safe pedestrian (MS) 	<ul style="list-style-type: none"> • Floss the Playground Boss by Corrine Averiss <p>Library</p> <p>EYFS Topic box</p> <ul style="list-style-type: none"> • "I'll Do It!": Taking Responsibility" • Don't Play Dirty, Gertie Be Fair

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer A - Health and Wellbeing</p>	<p>Physical health and Mental wellbeing Understanding basic hygiene including dressing and going to the toilet.</p> <p>Whose job is it to keep me clean and fresh? PoS Refs: H1, H2, H3, H5, H8, H9, H10</p>	<ul style="list-style-type: none"> • That different people have different needs • about the rights of a child. • Why is the right to best possible health care one of children’s rights? • About simple self-care techniques and becoming more independent. • About whom basic hygiene protects. • About how washing our own hands for example helps to keep others safe as well as ourselves. • About taking medicines and why you should not just help yourself. • About going to hospital and why people might go there. • Manages his/her own needs around personal hygiene (MS) • Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices (MS) • Knows and can talk about the different factors that support his/her overall health and wellbeing; toothbrushing (MS) 	<ul style="list-style-type: none"> • We can get dressed by Marion Cocklico <p>Library</p> <p>EYFS Topic box</p> <ul style="list-style-type: none"> • Wash, Scrub, Brush • Keeping Clean topic box • Taking medicines- topic box • Going to hospital
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer B- Living in the Wider World</p>	<p>Money and Work- <u>My Money Week- 13th- 17th June</u> Jobs in familiar environments such as their family, the classroom and the school. What is a job? PoS Refs: L14, L16, L17</p>	<ul style="list-style-type: none"> • What is a job • Why do people have a job • what they would like to be when they grow up • about people whose job it is to help us in the community- invite in vicar and other religious leaders • about different jobs and the work people do • about the jobs in their family- invite in parents to talk briefly about their jobs, include carers and stay at home mums. • 	<ul style="list-style-type: none"> • What do grownups do all day? By Virginie Morgand <p>Library</p> <ul style="list-style-type: none"> • Selection of “Jobs people do” books <p>EYFS Topic box</p>

Growing and changing

Understand how good practices regarding sleep, exercise, eating and hygiene help with healthy growth.

In what ways do I take care of me?

PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24

- About the importance of regular exercise for both our body and how we feel on the inside.
- What does a healthy diet look like?
- About the consequences of poor diet on how we feel and physical effects such as eating too much sugar leading to tooth decay.
- About whose job it is to keep them healthy. In what ways can they help themselves to make good choices for their own health. Going to bed on time, cleaning their teeth, eating fruit and vegetables etc.
- Understanding good practices regarding sleep, exercise, eating and hygiene help with healthy growth
- Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices (MS)
- Knows and can talk about the different factors that support his/her overall health and wellbeing; regular physical activity (MS)
- Knows and can talk about the different factors that support his/her overall health and wellbeing; healthy eating (MS)
- Knows and can talk about the different factors that support his/her overall health and wellbeing, having a good sleep routine (MS)

- The children’s book of healthy habits by Sophie Giles

Library

- Selection of body/heathy habits books

EYFS Topic box

	<p>Families and friendships</p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>PoS Refs: R1, R2, R3, R4, R5, R7</p>	<ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g., a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried • CPD needed for teachers as to what they can and can't 'say' 	<ul style="list-style-type: none"> • The Boy, The Mole, The Fox and The Horse by Charlie Mackesy <p>Library</p> <p>Year 6 Topic box</p> <p>PSHE association</p> <ul style="list-style-type: none"> • Medway Public Health Directorate Primary RSE
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Potential PSHE/RSE themed days/ weeks

6th September- Zero waste week

27th September- Cycle to school week

October- Black History Month

October 1st- World smile day

October 1st ADHD awareness day

October 18th Anti- Slavery Day

15th- 19th November- World Bullying week

21st January- World Hugging Day

8th February- Safer internet day

22nd February- World Thinking day

25th February- International stand up to a Bullying day

25th March- International Day of Remembrance of victims of slavery

1st April- Walk to Work Day

2nd April- Autism Awareness Day

7th April- World Health day

19th April- Wear PJS to workday

28th and 29th April - World wish Day

4th May- Deaf awareness

6th May- Sun awareness

1st June- Volunteers week

5th June -World environment day

6th June- world carers week

13th- 17th June -My money week-

30th June- RSE day

4th July- National child obesity day

