

PSHE curriculum (including RSE and First Aid)

KEY: Relationships, Health and Wellbeing, Living in the wider world and cultural capital.

EYFS - Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Relationships	<p>Find ways to calm themselves through being calmed or comforted by their key person</p> <p>Engage with others through gestures, gaze and talk</p> <p>Develop friendships with other children and play with increasing confidence.</p> <p>Become more outgoing with unfamiliar people</p> <p>Help to find solutions and talk with others to solve conflicts</p> <p>Think about the perspective of others and how they feel</p> <p>Work and play cooperatively and take turns with others</p> <p>Build constructive and respectful relationships</p>	<p>To know that I belong to different groups - Go-Givers: "family and school"</p> <p>To understand how to take responsibility and take turns - Go-Givers: "Taking Responsibility"</p> <p>To understand that I am unique - Go-Givers: "I am unique"</p> <p>To understand how to take responsibility and take turns - No Outsiders Want to Play Trucks? - To find ways to play together</p> <p>To work with others- No Outsiders Errol's Garden - To work together</p> <p>To play with others and recognise what is fair and unfair, kind and unkind and what is right and wrong - KiVa</p> <p>To listen to other people and play and work cooperatively - KiVa</p>	<p>To learn from experience, recognise and celebrate strengths and set goals Go-Givers: "Resilience"</p> <p>To know what it means to be self-confident - No Outsiders: "2.2 How to be a Lion"</p> <p>To listen to others, play and work cooperatively? - Go-Givers: "More than one friend" AND "playground"</p> <p>To listen to others, play and work cooperatively? No Outsiders - Amazing</p> <p>To communicate in different ways? No Outsiders - What the Jackdaw saw</p> <p>To recognise different types of bullying - KiVa</p> <p>To know what to do if I witness or experience bullying - KiVa</p> <p>To identify and respect differences and similarities between people- KiVa</p> <p>To recognise a "Bystander" and what it means to be one - KiVa</p>	<p>To understand and appreciate the power of words - Go-Givers: "The Two Brothers" AND/OR "Tongue: The Power of Words"</p> <p>To explore the needs of others in a community - Go-Givers: "Community Centre"</p> <p>To understand what it means to be welcoming - No Outsiders - Beegu</p> <p>To know that we do not join in with bullying - KiVa</p> <p>To understand how to stop bullying - KiVa</p> <p>To complete a KiVa contract - KiVa</p>	<p>To consider ways to make a positive difference, being an active citizen - Go-Givers: "Being Part of a School Community"</p> <p>To understand that there are specific rights for children - Go-Givers: "Children's Rights"</p> <p>To explain what being proud is - No Outsiders - Real: A crayon's story</p> <p>To explain how to find a common ground - No Outsiders - Aalfred and Aalbert</p> <p>To know that we do not join in with bullying - KiVa (applying the behaviour)</p> <p>To know what to do if someone is being bullied - KiVa</p> <p>To understand how to stop bullying - KiVa (applying the behaviour)</p> <p>To complete a KiVa contract - KiVa (expanding on Y3 objective)</p>	<p>To understand how to justify actions and decisions - No Outsiders: "5.2 Rose Blanche"</p> <p>To exchange dialogue and share an opinion - No Outsiders - And Tango makes Three</p> <p>To know that we do not join in with bullying - KiVa - (applying the behaviour)</p> <p>To know what to do if someone is being bullied - KiVa (applying the behaviour)</p> <p>To understand how to stop bullying - KiVa (applying the behaviour)</p> <p>To complete a KiVa contract- KiVa (expanding on Y3 and 4 objective)</p>	<p>To explore rights, conflict and resolution - Go-Givers: "Conflicting rights"</p> <p>To understand the term society and consider the benefits of living in one - Go-Givers: "Strong Societies"</p> <p>To know that we do not join in with bullying - KiVa (applying the behaviour)</p> <p>To know what to do if someone is being bullied - KiVa (applying the behaviour)</p> <p>To understand how to stop bullying - KiVa (applying the behaviour)</p> <p>To complete a KiVa contract - KiVa (expanding on Y3, 4 and 5 objectives)</p>

Health and Wellbeing

Express preferences and decisions	To appreciate the way you are and identify differences - No Outsiders: "1.1 Elmer"	To understand the act of welcoming everyone - No Outsiders: "2.1 Can I join your club?"	To understand that being healthy can mean much more than healthy eating - Go-Givers: "Who keeps us healthy?"	To consider ways in which technology can benefit people - Go-Givers: "Using Technology for Good"	To explain the term conflict and explore reactions to it - Go-Givers: "Reacting to Conflict" Conflict pt.1	To understand human rights and why they are important - Go-Givers: "What are human rights?"
Find ways of managing transition	To identify special people in our wider community - No Outsiders: "1.2 Going to the Volcano"	To explain what a healthy life style is and how to eat healthily - Go-Givers: "Healthy Eating"	To understand and explain what is meant by discrimination - No Outsiders: "3.1 This is Our House"	To explain which parts of the body are private and to understand 'no means no' - NSPCC: "Talk Pants"	To discuss and apply mediation strategies - Go-Givers: "Mediation" Conflict pt.2	To understand what is meant by freedom of speech and the outcomes - No Outsiders: "6.2 The Only Way is Badger"
Develop self-assurance and ways of being assertive	To identify special people in my life - Go-Givers: "People Who Are Special To Me"	To describe the difference between male and female babies - CWP	To understand what is meant by the term 'bystander' - No Outsiders: "3.2 We're all Wonders"	To understand what being assertive means and when to be - No Outsiders: "4.2 Dogs Don't Do Ballet"	To consider consequences to our actions - No Outsiders: "5.1 Kenny Lives with Erica and Martin"	To understand social and emotional wellbeing and coping strategies - Anna Freud: "Talking Mental Health"
Feel strong enough to talk about their feelings	To discuss how I grow - CWP	To understand that making a new life needs a male and a female - CWP	To know and respect body differences, naming the body parts - CWP	To understand reasons why people may not speak up - No Outsiders: "4.3 Red: A Crayon's Story"	To recognise when someone needs help - No Outsiders - How to heal a broken wing	To overcome fears about difference - No Outsiders - Leaf
Talk about their feelings more elaborately using words: happy, sad, worried etc.	To discuss how I change - CWP	To name different body parts - CWP	To understand privacy, personal space and unwanted touch - CWP	To know what mental health is and how to look after it - No Outsiders - When sadness comes to call	To ask questions about puberty - CWP	To explore the importance of communication and respect in a relationship - CWP
Show resilience and perseverance in the face of challenge	To identify people who can help us - CWP	To know how to call for help in an emergency - St John's Ambulance	To recognise that families are all different - CWP	To know some changes that happen during puberty - CWP	To understand the physical and emotional changes that happen during puberty - CWP	To consider puberty and reproduction - CWP
Identify and moderate their own feelings socially and emotionally	To know how to call for help in an emergency - St John's Ambulance		To know how to call for help in an emergency - St John's Ambulance (recapping and expanding on KS1 objectives)	To understand the physical and emotional changes that happen during puberty - CWP	To describe what happens during menstruation and sperm production - CWP	To consider different ways people might start a family - CWP
See themselves as a valuable individual			To know some basic life support - St John's Ambulance	To discuss the characteristics of a healthy relationship? - CWP	To explore the impact of puberty on the body and the importance of physical hygiene - CWP	To explore positive and negative ways of communicating in a relationship - CWP
Grow in independence, rejecting help			To know how to help with a head injury - St John's Ambulance	To know how to call for help in an emergency - St John's Ambulance	To know how to call for help in an emergency - St John's Ambulance	To know how to call for help in an emergency - St John's Ambulance
Manage their own needs - personal, basic hygiene and healthy food choices			To know how to deal with bites and stings - St John's Ambulance	To know some basic life support - St John's Ambulance	To know some basic life support - St John's Ambulance	To know some basic life support - St John's Ambulance
				To know how to help with a head injury - St John's Ambulance	To know how to help with a head injury - St John's Ambulance	To know how to help with a head injury - St John's Ambulance
				To know how to deal with an asthma attack - St John's Ambulance	To know how to deal with bleeding - St John's Ambulance	To know how to deal with choking - St John's Ambulance

Living in the wider world and cultural capital	Establish their sense of self	To understand that it can be difficult to make decisions and that some have consequences - Go-Givers: "Difficult Decisions"	To give reasons why voting is important - Go-Givers: "Voting"	To consider the value of money, including financial struggles some families may face - PSHE association: "Do You Need It?" (expanding on Y2 objective)	To understand the purpose and features of a charity - Go-Givers: "What is a Charity?"	To consider and explain why rules are made and enforced - Go-Givers: "Why Do We Have Rules?" (recapping and expanding on Y1-3 objectives)	To learn the term immigration and the responses to it - No Outsiders: "6.1 King of the Sky"
	Select and use activities and resources with help when needed	To know what rules are and why we need them - Go-Givers: "Our Rules"	To know how to save energy to help our wider world - Go-Givers: "Saving Energy"	To understand the qualities and importance of (clean) water - Go-Givers: "Water, Our Most Precious Resource"	To discuss the need for protecting local habitats - Go-Givers: "Protecting Local Habitats"	To understand rights and responsibilities - Go-Givers: "Rights and Responsibilities"	To learn the term migration and reasons for the movement - Go-Givers: "Migration"
	Feel confident when taken out around the local neighbourhood	To identify ways in which I am unique - No Outsiders - Hair, It's a Family Affair	To understand how to make choices about money - Go-Givers: "The golden statue"	To explore the purpose and importance of rules, understanding there can be consequences - Go-Givers: "Rules"	To show acceptance - No Outsiders - Julian is a Mermaid	To consider the consequences of inequality - Go-Givers: "Times of Need"	To consider basic human rights and discrimination - Go-Givers: "Martin Luther King - Sacrificing all for the dream"
	Notice and ask questions about difference	To identify special people in our wider community- No Outsiders My World Your World	To begin to understand diversity - No Outsiders - The Great Big Book of Families	To begin to understand what a stereotype is - No Outsiders - The Truth About Old People	To understand what it means to be inspirational - Go-Givers: "Inspirational People"	To understand responses to racist behaviour - No Outsiders - Mixed	To consider causes of racism - No Outsiders - The Island
	Increasingly follow rules, understanding when they are important		To explain what belonging is - No Outsiders - All Are Welcome	To understand what it is like to live in Britain today - No Outsiders - Planet Omar: Accidental Trouble Magnet			To consider democracy - No Outsiders - A day in the life of Marlon Bundo

Throughout the academic year, all year groups will participate in the MyHappyMind scheme which embeds PSHE objectives for the 3 core themes. The MyHappyMind and PSHE association mapping document can be found online [here](#) or on shared drive [here](#).

Throughout each individual's journey, from EYFS through to Year 6, we will teach and enforce the conventions of manners and courtesy.

Physical health and fitness will be taught and enforced with weekly 2 hour (minimum) PE sessions with BeeActive.

Aspects of democracy, voice and living in the wider world will also be taught through the election and running of a school council.

