

Sir Alexander Fleming Primary School

PSHE and RSHE Long term overview.

Nursery PSED

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| Making relationships | Managing self | Self-regulation |
| Be able to leave their caregiver.Play with others showing and saying their ideas.Take turns and share with adult support.Through their play, they show their interest in other children.Begin to ask for help through actions or words.To know the names of adults and other children within the class. | To use the toilet with increasing independence. Recognise when they need the toilet. Use the toilet/ sinks appropriately.Put their coat on and attempts to do their zip up.Can use a spoon, knife and fork, sometimes needing help.Be able to make a choice between two activities and play with this for a few minutes.Can request help by showing or using simple words/ sentences. | To identify three basic emotions; happy and not happy (sad), angry/ cross.To begin to identify these in others/ characters.Can sit quietly at appropriate times. To follow simple adult requests, with modelling.To follow simple rules which are repeated daily.Begins to take turns and share resources with adult help. |
| Vocabulary |
| Mummy, Daddy, Nanny, Miss Reese, play, my turn, you, other children’s names | Toilet, wee, pooh, zip, up, down, knife,fork, spoon, cut, safe, not safe, hurt,play, do this | Happy, not happy, sad, listen, angry, rule, safe, good sitting |

Reception PSED

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| Making relationships | Managing self | Self-regulation |
| To express their needs and wants to other children appropriately using words and actions.Name a friend and enjoy playing with themTo take turns and share resources with other childrenTo ask adults for help. | Use the toilet independently, usually being dry throughout the day.Put their coat on, doing up the zip and other clothing – aprons, PE shorts.Use eating equipment, often without spilling and keeping themselves cleanSustain their interest in an activity of their own choosing for longer periods, sometimes showing a high level of engagement.Can communicate their needs and wants, asking for help from others. | To join in with the routine of the day with a simple verbal request or action.To identify more complex emotions such as shock, excitement.To follow an adult request, sometimes with more than one part and understands the reason for this request.Can state some of the school rules, adhere to these and begin to explain why these rules are in place.To play with another child sharing and taking turns with resources with increasing independence. |
| Vocabulary |
| Your turn, share, Can I . . .? It’s my turn, friend, help | On my own, apron, on, coat, top, trousers, clean, choose, I want, I need, help | Angry, hungry, shocked, excited, feeling, safe, my turn, your turn, share, because, together, next, after |

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|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Family and relationships | • Introduction to RSE• What is family?• What arefriendships?• Family and friendshelp and supporteach other• Making friends• Friendshipproblems• HealthyFriendships | • Introduction to RSE• Families offerstability and love• Families are alldifferent• Managingfriendships• Unhappyfriendships• Valuing me• Manners &courtesy• Loss and change | • Introduction to RSE• Healthy families• Friendships -conflict• Effectivecommunication• Learning who totrust• Respectingdifferences• Stereotyping | • Introduction to RSE• Respect &manners• Healthy friendships• My behaviour• Bullying• Stereotypes• Families in thewider world• Loss and change | • Introduction to RSE• Build a friend• Resolving conflict• Respecting myself• Family life• Bullying | • Introduction to RSE• Respect• Developingrespectfulrelationships• Stereotypes• Bullying• Being me• Loss and change |
| Safety and the changing body | • Getting lost• Making a call tothe emergencyservices• Asking for help• Appropriatecontact• Medication• Safety at home• People who help tokeep us safe | • The Internet• Communicatingonline• Secrets andsurprises• Appropriatecontact• Road safety• Drug education | • Basic first aid• Communicatingsafely online• Online safety• Fake emails• Drugs, alcohol &tobacco• Keeping safe outand about | • Online restrictions• Share aware• Basic first aid• Privacy andsecrecy• Consuminginformation online• The changingadolescent body(puberty) | • Online friendships• Identifying onlinedangers• The changingadolescent body(puberty, includingmenstruation)• First aid• Drug education | • Drugs alcohol &tobacco• First aid• Critical digitalconsumers• Social media• The changingadolescentbody (puberty,conception, birth) |
| Health and wellbeing | • Wonderful me• What am I like?• Ready for bed• Relaxation• Hand washing &personal hygiene• Sun safety• Allergies• People who helpus stay healthy | • Experiencingdifferent emotions• Being active• Relaxation• Steps to success• Growth mindset• Healthy diet• Dental health | • My healthy diary• Relaxation• Who am I?• My superpowers• Breaking downbarriers• Dental health | • Diet and dentalhealth• Visualisation• Celebratingmistakes• My role• My happiness• Emotions• Mental health | • Relaxation• The importance of rest• Embracing failure• Going for goals• Takingresponsibility formy feelings• Healthy meals• Sun safety | • What can I be?• Mindfulness• Taking responsibilityfor my health• Resilience toolkit• Immunisation• Health concerns• Creating habits• The effects oftechnology on health |
| Citizenship | Responsibility• Rules• Caring for others:Animals• The needs ofothersCommunity• Similar, yetdifferent• BelongingDemocracy• Democraticdecisions | Responsibility• Rules beyondschool• Our schoolenvironment• Our localenvironmentCommunity• Job roles in ourlocal community• Similar yetdifferent: My localcommunityDemocracy• School Council• Giving my opinion | Responsibility• Rights of the child• Rights andresponsibilities• RecyclingCommunity• Local communitygroups• CharityDemocracy• Local democracy• Rules | Responsibility• What are humanrights?• Caring for theenvironmentCommunity• Community groups• Contributing• DiversecommunitiesDemocracy• Local councillors | Responsibility• Breaking the law• Rights andresponsibilities• Protecting theplanetCommunity• Contributing to thecommunity• Pressure groupsDemocracy• Parliament | Responsibility• Human rights• Food choices andthe environment• Caring for othersCommunity• Prejudice anddiscrimination• Valuing diversityDemocracy• Nationaldemocracy |
| Economic well being | Money• Introduction tomoney• Looking aftermoney• Banks and buildingsocieties• Saving andspendingCareer and aspirations• Jobs in school | Money• Where moneycomes from• Needs and wants• Wants and needs• Looking aftermoneyCareer and aspirations• Jobs | Money• Ways of paying• Budgeting• How spendingaffects others• Impact of spendingCareer and aspirations• Jobs and careers• Gender andcareers | Money• Spending choices/value for money• Keeping track ofmoney• Looking aftermoneyCareer and aspirations• Influences oncareer choices• Jobs for me | Money• Borrowing• Income andexpenditure• Risks with money• PrioritisingspendingCareer and aspirations• Stereotypes in theworkplace | Money• Attitudes to money• Keeping moneysafe• GamblingCareer and aspirations• What jobs areavailable• Career routes |
| Identity |  |  |  |  |  | • What is identity?• Identity and body image |
| School transitions | 1 lesson | 1 lesson | 1 lesson | 1 lesson | 1 lesson | 1 lesson |