

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 them  To take turns and share resources with other children  To 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 clean  Sustain 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 are  friendships?  • Family and friends  help and support  each other  • Making friends  • Friendship  problems  • Healthy  Friendships | • Introduction to RSE  • Families offer  stability and love  • Families are all  different  • Managing  friendships  • Unhappy  friendships  • Valuing me  • Manners &  courtesy  • Loss and change | • Introduction to RSE  • Healthy families  • Friendships -  conflict  • Effective  communication  • Learning who to  trust  • Respecting  differences  • Stereotyping | • Introduction to RSE  • Respect &  manners  • Healthy friendships  • My behaviour  • Bullying  • Stereotypes  • Families in the  wider world  • Loss and change | • Introduction to RSE  • Build a friend  • Resolving conflict  • Respecting myself  • Family life  • Bullying | • Introduction to RSE  • Respect  • Developing  respectful  relationships  • Stereotypes  • Bullying  • Being me  • Loss and change |
| Safety and the changing body | • Getting lost  • Making a call to  the emergency  services  • Asking for help  • Appropriate  contact  • Medication  • Safety at home  • People who help to  keep us safe | • The Internet  • Communicating  online  • Secrets and  surprises  • Appropriate  contact  • Road safety  • Drug education | • Basic first aid  • Communicating  safely online  • Online safety  • Fake emails  • Drugs, alcohol &  tobacco  • Keeping safe out  and about | • Online restrictions  • Share aware  • Basic first aid  • Privacy and  secrecy  • Consuming  information online  • The changing  adolescent body  (puberty) | • Online friendships  • Identifying online  dangers  • The changing  adolescent body  (puberty, including  menstruation)  • First aid  • Drug education | • Drugs alcohol &  tobacco  • First aid  • Critical digital  consumers  • Social media  • The changing  adolescent  body (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 help  us stay healthy | • Experiencing  different emotions  • Being active  • Relaxation  • Steps to success  • Growth mindset  • Healthy diet  • Dental health | • My healthy diary  • Relaxation  • Who am I?  • My superpowers  • Breaking down  barriers  • Dental health | • Diet and dental  health  • Visualisation  • Celebrating  mistakes  • My role  • My happiness  • Emotions  • Mental health | • Relaxation  • The importance of rest  • Embracing failure  • Going for goals  • Taking  responsibility for  my feelings  • Healthy meals  • Sun safety | • What can I be?  • Mindfulness  • Taking responsibility  for my health  • Resilience toolkit  • Immunisation  • Health concerns  • Creating habits  • The effects of  technology on health |
| Citizenship | Responsibility  • Rules  • Caring for others:  Animals  • The needs of  others  Community  • Similar, yet  different  • Belonging  Democracy  • Democratic  decisions | Responsibility  • Rules beyond  school  • Our school  environment  • Our local  environment  Community  • Job roles in our  local community  • Similar yet  different: My local  community  Democracy  • School Council  • Giving my opinion | Responsibility  • Rights of the child  • Rights and  responsibilities  • Recycling  Community  • Local community  groups  • Charity  Democracy  • Local democracy  • Rules | Responsibility  • What are human  rights?  • Caring for the  environment  Community  • Community groups  • Contributing  • Diverse  communities  Democracy  • Local councillors | Responsibility  • Breaking the law  • Rights and  responsibilities  • Protecting the  planet  Community  • Contributing to the  community  • Pressure groups  Democracy  • Parliament | Responsibility  • Human rights  • Food choices and  the environment  • Caring for others  Community  • Prejudice and  discrimination  • Valuing diversity  Democracy  • National  democracy |
| Economic well being | Money  • Introduction to  money  • Looking after  money  • Banks and building  societies  • Saving and  spending  Career and  aspirations  • Jobs in school | Money  • Where money  comes from  • Needs and wants  • Wants and needs  • Looking after  money  Career and  aspirations  • Jobs | Money  • Ways of paying  • Budgeting  • How spending  affects others  • Impact of spending  Career and  aspirations  • Jobs and careers  • Gender and  careers | Money  • Spending choices/  value for money  • Keeping track of  money  • Looking after  money  Career and  aspirations  • Influences on  career choices  • Jobs for me | Money  • Borrowing  • Income and  expenditure  • Risks with money  • Prioritising  spending  Career and  aspirations  • Stereotypes in the  workplace | Money  • Attitudes to money  • Keeping money  safe  • Gambling  Career and  aspirations  • What jobs are  available  • Career routes |
| Identity |  |  |  |  |  | • What is identity?  • Identity and body image |
| School transitions | 1 lesson | 1 lesson | 1 lesson | 1 lesson | 1 lesson | 1 lesson |