St. James' Church of England Primary Academy

PSHE AND RSE OVERVIEW

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning Enquiry	**Self-regulation: My feelings**	**Building relationships: Special relationships**	**Managing self: Taking on challenges**	**Self-regulation: Listening and following instructions**	**Building relationships: My family and friends**	**Managing self: My wellbeing**
	• People can feel different emotions, such as happy, sad, worried, angry or calm. • Adults can help them in feeling calmer when they are upset, worried or angry. • It is okay to feel cross or upset but it is not okay to hurt others.	• Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • See themselves as a valuable individual. • All families are different. • Everyone is special. • People are all different.	• Discussing ways that we can take care of ourselves. • Exploring how exercise affects different parts of the body. • Coping with challenge when problem solving. • To know that I am a valuable individual. • To know that I can learn from my mistakes.	• Considering why it is important to follow rules. • Exploring what it means to be a safe pedestrian. • Beginning to understand why rules are important in school. • -To know that some rules are in place to keep us safe. • To know how to behave safely on the pavement and when crossing roads with an adult. • To know that we have rules to keep everything fair, safe and enjoyable for everyone.	• Learning how to talk about our families and discussing why we love them. • Talking about people that hold a special place in my life • Developing strategies to help when sharing with others. • Exploring what makes a good friend. • Thinking about what it means to be a valued person. • Exploring the differences between us that make each person unique. • Considering the perspectives and feelings of others. • Learning to work as a member of a team. • Developing listening skills.	• Discussing ways that we can take care of ourselves. • Exploring how exercise affects different parts of the body. • To know that having a naturally colourful diet is one way to try and eat healthily, • To know that exercise means moving our body and is important. • To know that yoga can help our bodies and minds relax.

Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning Enquiry	**My healthy self: How can we look after our emotions?**	**Connecting with others: How can I help myself and others feel happy and safe?**	**The online world: How do we spend time online?**	**Citizenship: How can I help others and the environment?**	**Health protection: How can I protect myself and others in daily life?**	**Staying safe: How can I stay safe?**
	• Describe what makes them special. • Notice what makes others special. • Identify how families show love and care. • Name places and people that help them feel safe. • Identify a trusted adult. • Name the qualities of a good friend. • Choose kind, polite ways to solve disagreements. • Explain how speaking kindly and politely can make people feel. • Demonstrate kind and respectful behaviour whilst working in a group.	• Recognising feelings in self and others; sharing feelings • Making friends/falling out with a friend • Secrets and keeping safe; special people in their lives • What helps keep bodies healthy; hygiene routines • Keeping safe around household products; how to ask for help if worried about something	• Recognise different ways they go online in everyday life. • Understand that many online activities can also be done in person and that being online can sometimes distract us from those activities. • Recognise that polite behaviour online is the same as polite behaviour in person. • Explain why it is important to balance screen time with in-person activities. • Recognise when something online is not meant for children and know to stop and tell a trusted adult. • Can explain simple ways to help stay safe online.	• Name some things that babies and younger children need and explain how adults help to care for them. • Describe safe ways they can help to care for a baby or younger child. • Name some needs of different animals and give examples of how people can care for them. • Explain ways they can help to look after the school environment. • Share ideas respectfully and give reasons for their opinions. • Name people who help to look after the school and local environment and explain why their work is important. • Give examples of rules that help people, animals and places. • Explain simply how rules help people.	• Describe germs as tiny living things that can spread between people and surfaces and cause illness. • Accurately demonstrate the correct handwashing routine, ensuring all parts of the hands are cleaned. • Choose suitable clothing for different weather conditions. • Describe how to stay safe in hot weather. • Name a range of health workers and explain ways they help prevent illness. • Describe signs they may be unwell using simple words and/or actions, identifying where on their body something feels wrong. • Recognise that telling an adult helps keep them safe and healthy, giving key information about their discomfort. • Identifying which injuries need to be reported to an adult immediately. • Recognise when an injury or illness is an emergency. • Knowing that 999 should be called in a medical emergency.	• Identify common items in the home that are safe and unsafe for children and explain simply how they could cause harm. • Name things that are safe or unsafe to put in or on their body. • Describe and use simple safety rules in familiar places such as the home and school. • Recognise some basic body clues or warning signs that might show they feel worried, unsafe or uncomfortable. • Describe how to stay safe near roads. • Follow the steps 'Stop, Look, Listen, Think' to explain how to cross a road safely with a trusted adult. • Name some trusted adults at home and at school and say who they could go to for help in different places. • Use simple, clear phrases to ask a trusted adult for help.

Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning Enquiry	**My healthy self: How can we look after our bodies?**	**Connecting with others: How can I build safe, kind and caring relationships with others?**	**The online world: How can we stay safe online?**	**Citizenship: How do people belong to a community and earn money?**	**Growing up: How can we look after and respect our bodies as we grow?**	**Staying safe: How can I make safe choices in different places?**
	• Name a variety of ways that they can move their bodies and describe how moving their body makes them feel healthy, strong and happy. • Identify some things that help them have a good night's sleep. • Explain why sleep is important and describe how they feel depending on how well they have slept. • Name and describe a range of fruits and vegetables. • Sort foods into simple groups and explain that fruits and vegetables are a healthy choice. • Identify which foods and drinks should be enjoyed often and which should be enjoyed only sometimes. • Explain in simple terms why water and healthy foods help the body. • Explain why teeth should be brushed twice a day and demonstrate correct brushing technique. • Create a visual timetable that includes a variety of healthy habits from across the unit and explain how these habits help to keep the body and mind healthy.	• Identify similarities and differences between themselves and others. • Recognise that everyone has unique qualities which make them special. • Explain why kindness towards people who are different is important. • Comment or answer questions about families with respect for others. • Ask for help with a falling-out if they need it. • Say when something feels okay or not okay. • Know it is never their fault if they feel unsafe. • Identify and name trusted adults at home and at school. • Use clear phrases to ask for help when something feels wrong or not okay. • Recognise when they or someone else is being bullied.	• Give examples of things people do online. • Say what sharing online means. • Recognise that many people might see something shared online. • Understand that private information should not be shared online. • Recognise when someone has shared private information online. • Say what to do if private information is shared online. • Recognise that not everything seen online is real or shows the whole story. • Recognise when something online might make them feel worried, uncomfortable or unsure. • Recall simple rules to help them stay safe online.	• Identify some of the groups and communities they belong to and recognise that people can belong to more than one community. • Recognise that some groups or communities are chosen and some are not. • Give examples of how people contribute to a community and compare different ways people contribute. • Name jobs people do in the local and wider community and describe how they help people or communities. • Explain why jobs are important and what might happen if nobody did them. • Identify what money is used for and explain how it is used to buy goods and services. • Identify and compare different ways adults get money, recognising that adults do not all get money in the same way.	• Identify physical changes in people as they grow. • Recognise that changes to the body are a normal part of growing up. • Give examples of things children can do that they could not do as babies or toddlers. • Explain what personal body boundaries are. • Use simple language to say if they feel uncomfortable or want to say no. • Use the correct names for body parts. • Describe what to do if someone tries to touch a private body part without permission. • Recognise situations where privacy should be respected. • Explain ways to respect other people's bodies and personal belongings. • Identify a trusted adult they could talk to if they feel worried about privacy or boundaries. -	• Give reasons why their body is special. • Give examples of the PANTS rules. • Recall the stop, do not touch, tell and ask rules. • Identify how dangers could cause harm. • Recall simple safety rules such as stop, look, listen and think for roads; stop and do not touch unfamiliar objects. • Recall the stop, stay, ask rule. • Tell a safe adult their name and who they are looking for. • Identify that water can be dangerous. • Recall simple rules to keep themselves safe around water.

Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning Enquiry	**My healthy self: How can I take care of my mind and body?**	**Connecting with others: What helps us feel safe and included?**	**The online world: How should we communicate online?**	**Citizenship: What rights and responsibilities do we have?**	**Health protection: How can we prevent illness and injury and respond if they happen?**	**Citizenship: What careers do people choose and why?**
	• Describe how our minds and bodies are connected. • Describe physical factors that can influence how a person feels. • Explain why sleep is important to maintain good mental and physical health. • Explain that emotions affect actions and decisions. • Describe ways to manage difficult emotions. • Recognise signs that someone needs help. • Identify trusted adults and appropriate actions.	• Recognise what self-respect is. • Value their own strengths, skills and achievements. • Build confidence by trying new things, learning from mistakes and challenging negative self-talk. • Identify and communicate personal boundaries clearly. • Treat others with kindness, fairness and respect. • Recognise the qualities of good friendships and ways to support friends. • Learn to manage minor conflicts respectfully through negotiation, compromise, and apology. • Understand different ways families spend time together and support each other. • Identify different types of bullying and their effects on wellbeing.	• Identify what the internet can be used for. • Identify the benefits and challenges of online and in-person communication. • Communicate respectfully and appropriately in an online environment. • Recognise that disrespectful online communication can have a negative impact on others. • Identify some types of online bullying behaviour. • Choose whether to accept a friend request in an online game. • Recognise that some online features are not suitable for all ages. • Role-play how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult.	• Recognise that human rights are rights everyone has and give examples of these rights. • Explain that rights help people live safely, fairly and with respect. • Describe some ways adults can help make sure children can access their rights. • Suggest practical ways individuals can reduce materials or energy use. • Explain why reducing usually comes before reusing and recycling in the waste reduction triangle. • Explain that reusing is often better than recycling because recycling still uses energy and resources. • Give examples of how familiar items can be reused or upcycled. • Explain why recycling is important for the environment. • Identify examples of local council responsibilities. • Explain simply why councils need to choose spending priorities.	• Describe how germs spread through touch, droplets and shared objects. • Identify hygiene habits and classroom rules that help prevent the spread of illness. • Describe ways to protect the skin from sun damage, including where and when to apply and reapply suncream. • Apply suncream carefully to uncovered skin with adult supervision. • Explain how vaccines train the body to fight particular germs. • Describe how vaccination reduces serious illness and the spread of disease, recognising that health decisions should involve trusted adults and healthcare professionals. • Describe a health concern clearly, including where it hurts, what it feels like and when it started. • Distinguish between health concerns they can try to manage and those requiring adult or urgent help, explaining why it is important to seek help early. • Explain the purpose of first aid and match common injuries to suitable responses and sources of help. • Recognise signs of a medical emergency and demonstrate how to make a clear, calm 999 call, including from a locked mobile phone.	• Name different jobs and explain what a career is. • Describe different ways people can learn or train for a career. • Explain what an influence is and identify some things that can influence career choices. • Recognise that different people can be influenced by different things when thinking about careers. • Identify some of their own strengths and skills, and describe how these can be useful at school. • Explain how the same skill can be useful in different jobs and roles. • Recognise gender stereotypes about jobs and explain why gender does not determine a person's strengths, skills or career choices. • Describe how someone has challenged a gender stereotype and choose an appropriate way to challenge one. • Give some reasons why people might change careers. • Explain how existing strengths and skills can be useful in a new career.

Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning Enquiry	**My healthy self: How can I make healthy choices?**	**Connecting with others: How can we respect each other?**	**The online world: How can we decide what to trust online?**	**Citizenship: How can I spend money responsibly?**	**Growing up: How will my body and emotions change as I grow up?**	**Staying safe: What signs help me recognise what is safe or unsafe?**
	• Describe the role of different food groups in keeping us healthy. • Explain why eating a variety of foods matters. • Name activities that help them stay active at school and at home. • Explain how being active helps their bodies stay strong and healthy. • Explain the importance of diet and hydration in maintaining energy levels. • Identify behaviours that can positively and negatively affect energy levels. • Describe simple signs of emotional or mental health challenges using familiar vocabulary. • Explain why asking for help is important. • Describe the difference between a fixed and a growth mindset. • Recognise how helping others can make them feel good.	• Recognise how their words, tone and behaviour show respect in different places and situations. • Use positive self-talk to stay calm, build confidence and manage frustration. • Explain what trust looks like in friendships and how to strengthen or repair it when problems arise. • Set and respect personal boundaries and respond assertively when something feels unfair or unsafe. • Practise resolving disagreements fairly, including through compromise. • Understand what a bystander is and describe safe, appropriate ways to act if they witness or experience bullying. • Learn what stereotypes are and how they can be unfair.	• Identify the benefits and challenges of using the internet. • Identify age restriction symbols and why they exist. • Develop an understanding that some online information may be misleading. • Give examples of what can happen if people share misleading information. • Investigate features that can help check if online information is reliable. • Compare information from different online sources. • Use more than one source to decide whether online information is reliable. • Explain why checking multiple sources helps us know if something is true.	• Name different payment methods. • Identify some advantages and disadvantages of different ways to pay. • Record and track money spent, saved and left. • Explain what a budget is and plan how to spend and save a set amount of money. • Decide whether something offers value for money by considering its cost, usefulness and quality. • Identify some of the things that can influence people to spend money. • Explain how spending choices can affect people and the environment. • Recognise feelings that may arise in money-related situations and suggest helpful ways to respond.	• Explain what body boundaries are. • Identify and correctly name some physical changes that happen during puberty. • Use appropriate terminology to talk about puberty changes with confidence and respect. • Recognise that everyone goes through puberty and that changes happen at different times and rates. • Recognise that emotions and feelings change as people grow up, including during puberty. • Explain what a period is using clear, age-appropriate language. • Identify ways periods can be managed, such as using pads or period pants. • Demonstrate respectful and kind language when talking about bodies and physical changes. • Identify one or more trusted adults at home or at school they could talk to.	• Identify warning signs that something is unsafe in a range of everyday situations (personal, online, road, water, home), including signs you can see (e.g. road signs, “deep water” notices, hazard symbols) and signs you can feel (e.g. uncomfortable feelings, pressure from others, unsafe online behaviour). • Demonstrate strategies to get help in or leave uncomfortable or unsafe situations. • Explain how recognising hazards and planning ahead can prevent accidents. • Choose safe places to cross roads and explain why (considering traffic, speed and visibility). • Explain key reasons why water can be dangerous, even for confident swimmers (e.g. because of depth, currents and cold temperatures). • Distinguish between helpful and harmful medicines and explain how to use medicine safely.

Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning enquiry	**My healthy self: How can I support my mind and body as I grow?**	**Connecting with others: Why are healthy relationships important?**	**The online world: How am I influenced by what I see online?**	**Citizenship: How can we make a difference in our communities and beyond?**	**Growing up: How can I manage the changes to my body and emotions as I grow up?**	**Citizenship: How can we be in control of our money?**
	• Identify nutrients on traffic light food labels. • Compare traffic light food labels to make a healthier choice. • Describe how active they are now and why adults stay active. • Identify light, moderate and vigorous activity. • Explain how physical activity supports the body and mind. • Name a range of more complex feelings. • Describe signs of more complex feelings in the body. • Suggest helpful ways to respond to strong and complex feelings. • Describe ways to look after mental health. • Recognise signs that someone might need support with their mental health. • Name trusted adults and professionals who can help with mental health and explain what they do.	• Identify a range of influences that shape identity, such as family, culture, beliefs and personal interests. • Link aspects of identity to their own behaviour or choices. • Describe what commitment means and give examples of how it can be shown within families in different ways, including legal commitments such as marriage or civil partnerships. • Describe ways their own and others' families support and protect each other and suggest what someone can do if they, or someone they know, feels unsupported and needs help. • Describe why healthy friendships matter for wellbeing. • Suggest practical ways to start, maintain and repair friendships and recommend positive ways to handle friendship challenges. • Select and apply appropriate self-regulation techniques to stay calm and in control during disagreements. • Understand what it means to be assertive and the importance of balancing your own needs and wants against being polite and respectful.	• Understand that much online content is designed to influence people. • Identify how online content can influence people (such as through adverts, videos, trends and opinions (presented as fact). • Explain that influence can affect what people buy, watch or believe and is not always obvious. • Recognise the difference between fact and opinion. • Explain that some people try to influence or mislead people on purpose, for example, to get money, attention or reactions. • Evaluate online content and assess whether it is reliable and true. • Report content to an adult or online if you think it is deliberately misleading (or makes them feel uncomfortable).	• Give examples of people who have contributed to their community. • Identify issues they care about. • Describe how community groups can help make a difference. • Describe how the UK government is made up of elected people. • Name different parts of the UK government and what they do. • Recognise that taxes help fund government and local spending. • Understand the role of local councillors. • Role-play a local council surgery. • Explain how pressure groups try to persuade the public or the government to make changes. • Describe ways they can influence what happens in Parliament. -	• Explain what puberty is and why it happens. • Describe the physical changes that occur during puberty, using correct scientific vocabulary. • Explain how puberty changes affect hygiene and how good personal care supports health and cleanliness. • Describe the range of emotions that may be experienced during puberty and explain why these can change over time. • Identify trusted adults and people they can talk to for support or advice. • Describe what a period is, why it happens and how it can be managed, including naming different products. • Explain how unkind behaviour or comments about physical and emotional changes can affect others and suggest ways to show kindness and respect. • Describe what personal boundaries are, explain why they are important, recognise when they may be crossed and suggest kind and assertive responses	• Distinguish between needs and wants when making spending decisions. • Identify different sources of income and types of expenditure. • Allocate money within a weekly budget while prioritising needs. • Explain how a loan works. • Evaluate whether taking out a loan is sensible, including the consequences of late repayment. • Identify situations where money may be at risk online or offline. • Recommend suitable strategies for keeping money safe. • Assess the possible risks and consequences of different forms of gambling.

Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning Enquiry	**My healthy self: How do my choices today shape my future health?**	**Connecting with others: What does it mean to stand up for myself and others?**	**The online world: How do I feel about the things I see online?**	**Staying safe: How can I stay safe as I grow up?**	**Sex education – How do people become parents and carers?**	
	• Describe how brushing, flossing and limiting sugar over time can protect teeth. • Interpret traffic light food labels and select healthier swaps for a balanced diet • Explain how past experiences can influence strong and complex feelings. • Choose helpful ways to regulate strong feelings. • Explain the difference between a growth mindset and a fixed mindset. • Suggest positive ways to respond to challenges and setbacks. • Explain how unkind behaviour, including bullying, can affect self-esteem and how to support others.	• Explain how values guide behaviour choices. • Set a personal growth goal and list at least two clear first steps. • Identify behaviours that should change in disrespectful situations and name a specific respectful alternative for each. • Apply respectful behaviours in school, in public places, and online during activities. • Describe what a personal boundary is and how it can change. • Explain how crossing someone's boundary, even as a joke, can harm trust. • Apply consent language to model an appropriate response when a boundary is crossed. • Identify stereotypes or discrimination accurately within the given scenarios. • Choose and justify a safe response to bullying in person and online, including what they would say or do. • Name trusted adults in and out of school and describe what they would tell them when asking for help.	• Understand how online platforms keep users engaged. • Recognise why online gaming can be risky. • Analyse how online content can influence how people think and feel. • Recognise and respond to harmful online behaviour. • Recognise that what we post online can affect ourselves and others. • Explain ways to positively respond to online experiences.	• Identify hazards and explain the risks they may create in a range of situations at home and outside. • Explain how factors such as being alone, distracted or without supervision can increase risk. • Describe appropriate actions to take in response to accidents, emergencies and unsafe situations, including when and how to seek help. • Explain how to make safe choices when travelling independently, including near railways. • Apply the water safety code to identify safer choices in different water environments. • Explain how changing circumstances or new information can affect risk and influence decision-making. • Identify when peer pressure is happening and suggest safe and appropriate ways to respond. • Explain the risks and consequences of drug misuse and suggest strategies to respond to pressure involving drugs. -	• Describe the physical and emotional changes that occur during puberty and how to manage these • Identify myths and facts about puberty and what is important for a young person to know • Describe some changes that happen as we grow up • Identify the range of feelings associated with change, transition to secondary school and becoming more • independent and taking on new responsibilities • Identify the links between love, committed relationships / marriage and conception explain that this may be one part of an intimate relationship between consenting adults • Explaining what pregnancy means: how long it lasts and where it occurs i.e. that a baby is made when a sperm meets an egg / ovum and then the fertilised egg settles into the lining of the uterus.	

Whole School Cross Curricular Links	**British Values** St James' has a duty to actively promote the fundamental British Values of : Democracy, the Rule of Law, Individual Liberty and Mutual Respect and celebration of those with different faiths and beliefs. All these British Values will be covered through our PSHE/RSE curriculum, worship as well as through our culturally inclusive curriculum. **Mindfulness and Move and Stretch** These are introduced to children and provide children with an understanding of how they can train their minds to enable them to notice their thoughts and emotions and identify a difference between impulses and actions. Practicing Mindfulness and Move & Stretch encourages more careful decision-making. Young people will empathise more, learn from one another and discover how to make the most of relationships, know how to balance doing and being. **Debate** In Key Stage 2 children learn debate skills and take part in various debates. Debate helps the children develop many key skills such as respecting others point of views, expressing opinions on given subjects politely etc. **Make a Difference Day** Each year every class decides on a 'Making a Difference Day' this could writing a persuasive letter to try to seek change, or hold an event to support others in our community or even hold an event to raise awareness and money for a chosen charity. **Celebration of Difference**- In key stage 1 and Key stage 2 children will learn about Black History month, NSPCC awareness days, assemblies on learning differences for Example, Dyslexia, ADHD, Autism awareness.