

# PSHE and RSE



# Subject Definitions

## **KS1 definition:**

PSHE stands for personal, social, health and economic education. It is learning about how we can stay healthy and be ready for things that happen in life.

## **KS2 definition:**

PSHE stands for personal, social, health and economic education. It is learning about how we can stay healthy and be ready for things that happen in life.

**Personal** – emotions, self-esteem and feelings.

**Social** – communication, teamwork and different cultures.

**Health** – physical and mental health, exercise and staying safe online.

**Economic** – money, finances and understanding the world of work.



# Long Term Plan

	Autumn 1 Identity	Autumn 2 Courage	Spring 1 Power	Spring 2 Change	Summer 1 Choices	Summer 2 Community
<b>N</b>	How am I the same as my friends?  How am I different from my friends?  Am I showing an interest in my peers play?		What am I afraid of?  Am I beginning to take turns and share with my peers?  Am I aware of how my peers are feeling?		Can I think of ways to help my friend to feel happy?  Can I talk about how I am feeling?  Do I enjoy playing alone, alongside others and with my peers?	
<b>R</b>	My Feelings <i>Kapow</i>	My Feelings <i>Kapow</i>	Special Relationships <i>Kapow</i>	My Family and Friends <i>Kapow</i>	My Well-Being <i>Kapow</i>	Taking on Challenges <i>Kapow</i>
<b>Year 1</b>	Family and Relationships <i>Kapow</i> <b>Mutual Respect</b>	<b>Accepting of Faiths</b>	Safety and the Changing Body <i>Kapow</i> <b>Protected Characteristics</b>	Economic Well-Being <i>Kapow</i> <b>Rule of Law</b>	Health and Well-Being <i>Kapow</i> <b>Individual Liberty</b>	Citizenship <i>Kapow</i> <b>Democracy</b>
<b>Year 2</b>	Family and Relationships <i>Kapow</i> <b>Mutual Respect</b>	<b>Accepting of Faiths</b>	Safety and the Changing Body <i>Kapow</i> <b>Protected Characteristics</b>	Economic Well-Being <i>Kapow</i> <b>Rule of Law</b>	Health and Well-Being <i>Kapow</i> <b>Individual Liberty</b>	Citizenship <i>Kapow</i> <b>Democracy</b>
<b>Year 3</b>	Family and Relationships <i>Kapow</i> <b>Mutual Respect</b>	<b>Accepting of Faiths</b>	Safety and the Changing Body <i>Kapow</i> <b>Protected Characteristics</b>	Economic Well-Being <i>Kapow</i> <b>Rule of Law</b>	Health and Well-Being <i>Kapow</i> <b>Individual Liberty</b>	Citizenship <i>Kapow</i> <b>Democracy</b>
<b>Year 4</b>	Family and Relationships <i>Kapow</i> <b>Mutual Respect</b>	<b>Accepting of Faiths</b>	Safety and the Changing Body <i>Kapow</i> <b>Protected Characteristics</b>	Economic Well-Being <i>Kapow</i> <b>Rule of Law</b>	Health and Well-Being <i>Kapow</i> <b>Individual Liberty</b>	Citizenship <i>Kapow</i> <b>Democracy</b>
<b>Year 5</b>	Family and Relationships <i>Kapow</i> <b>Mutual Respect</b>	<b>Accepting of Faiths</b>	Safety and the Changing Body <i>Kapow</i> <b>Protected Characteristics</b>	Economic Well-Being <i>Kapow</i> <b>Rule of Law</b>	Health and Well-Being <i>Kapow</i> <b>Individual Liberty</b>	Citizenship <i>Kapow</i> <b>Democracy</b>
<b>Year 6</b>	Family and Relationships <i>Kapow</i> <b>Mutual Respect</b>	<b>Accepting of Faiths</b>	Safety and the Changing Body <i>Kapow</i> <b>Protected Characteristics</b>	Economic Well-Being <i>Kapow</i> <b>Rule of Law</b>	Health and Well-Being <i>Kapow</i> <b>Individual Liberty</b>	Citizenship <i>Kapow</i> <b>Democracy</b>

# EYFS PSHE and RSE Kapow

## Nursery:

**Au1 and Au2 (Who are you by Smriti Halls and Ali Pye & The Littlest Yak by Lu Fraser and Kate Hindley):**

How am I the same as my friends?  
How am I different from my friends?  
Am I showing an interest in my peers play?

**Sp1 and Sp2 (Elmer by David McKee & Let's All Creep Through Crocodile Creek by Junny Lambert & Lulu's first day at School by Anna McQuinn and Rosalind Beardshaw):**

What am I afraid of?  
Am I beginning to take turns and share with my peers?  
Am I aware of how my peers are feeling?

**Su1 and Su2 (My Pet Star by Corrinne Averiss & Rosalind Beardshaw and Oh no George! By Chris Maughton):**

Can I think of ways to help my friend to feel happy?  
Can I talk about how I am feeling?  
Do I enjoy playing alone, alongside others and with my peers?

## Reception:

**Au1 and Au2 (My Feelings):**

L1 Identifying my feelings  
L3 Coping strategies  
L4 Emotional adjectives  
L5 Facial expressions

**Sp1 (Special Relationships):**

L2 Special people  
L3 Sharing  
L4 I am unique  
L6 Similarities and differences

**Sp2 (My Family and Friends):**

L1 Festivals  
L2 Sharing  
L3 What makes a good friend  
L4 Being a good friend

**Su1 (My Well-Being):**

L1 What is exercise  
L4 Being a safe pedestrian  
L5 Eating healthily

**Su2 (Taking on Challenges):**

L1 Why do we have rules?  
L2 Building towers  
L5 Team races

# Key Stage One PSHE and RSE Kapow

## Year 1

### **Au1 (Family and Relationships):**

- L1 What is family?
- L2 What are friendships?
- L5 Friendship problems
- L6 Healthy friendships
- L7 Gender stereotypes

### **Sp1 (Safety and the Changing Body):**

- L1 Adults in school
- L2 Adults outside of school
- L4 Making an emergency phone call
- L5 Appropriate contact
- L6 Safety with substances

### **Sp2 (Economic Well Being):**

- L1 What is money?
- L4 Saving and spending

### **Su1 (Health and Well Being):**

- L1 Understanding my emotions
- L3 Ready for bed
- L5 Handwashing and personal hygiene

### **Su2 (Citizenship):**

- L1 Rules
- L4 Similar, yet different

## Year 2

### **Au1 (Family and Relationships):**

- L2 Families are all different
- L4 Unhappy friendships
- L5 Introduction to manners and courtesy
- L6 Change and loss
- L7 Gender stereotypes: Careers and jobs

### **Sp1 (Safety and the Changing Body):**

- L3 Secrets and surprises
- L4 Appropriate contact: My private parts
- L5 Appropriate contact: My private parts are private
- L8 Staying safe with medicine

### **Sp2 (Economic Well Being):**

- L2 Exploring needs
- L3 Exploring wants

### **Su1 (Health and Well Being):**

- L1 Rules beyond school
- L5 Similar yet different – my local community
- L7 Giving my opinion

### **Su2 (Citizenship):**

- L1 Rules beyond school
- L4 Similar, yet different – my local community
- L7 Giving my opinion

# Lower Key Stage Two PSHE and RSE Kapow

## Year 3

### **Au1 (Family and Relationships):**

- L1 Healthy families
- L2 Friendship conflicts
- L3 Friendship: conflict vs. bullying
- L5 Learning who to trust
- L6 Respecting differences in others
- L7 Stereotyping gender

### **Sp1 (Safety and the Changing Body):**

- L1 First Aid: emergencies and calling for help
- L7 Influences
- L8 Keeping safe out and about

### **Sp2 (Economic Well Being):**

- L2 Budgeting
- L5 Career quest

### **Su1 (Health and Well Being):**

- L1 My healthy diary
- L3 Wonderful me
- L5 Resilience: breaking down barriers
- L7 Diet and dental health

### **Su2 (Citizenship):**

- L1 Rights of the child
- L5 Charity
- L6 Local democracy

## Year 4

### **Au1 (Family and Relationships):**

- L1 Respect and manners
- L2 Healthy friendships
- L4 Bullying
- L6 Stereotypes: Disability
- L6 Change and loss

### **Sp1 (Safety and the Changing Body):**

- L7 Introducing puberty
- L8 Tobacco

### **Sp2 (Economic Well Being):**

- L1 Value for money
- L3 Looking after money

### **Su1 (Health and Well Being):**

- L1 Looking after our teeth – not really covered in science
- L3 Celebrating mistakes
- L5 My happiness
- L6 Emotions
- L7 Mental health

### **Su2 (Citizenship):**

- L1 What are human rights?
- L5 Diverse communities



# Upper Key Stage Two PSHE and RSE Kapow

## Year 5

### **Au1 (Family and Relationships):**

- L2 Friendship skills
- L3 Marriage
- L4 Respecting myself
- L5 Family life
- L6 Bullying
- L8 Stereotypes: Race and religion

### **Sp1 (Safety and the Changing Body):**

- L1 Online friendships
- L3 Puberty
- L4 Menstruation
- L6 First Aid: Bleeding
- L7 Alcohol, drugs and tobacco: Making decisions

### **Sp2 (Economic Well Being):**

- L4 Risks handling money online

### **Su1 (Health and Well Being):**

- L2 The importance of rest
- L5 Taking responsibility for my feelings
- L6 Healthy meals
- L7 Sun safety

### **Su2 (Citizenship):**

- L1 Breaking the law
- L6 Parliament

## Year 6

### **Au1 (Family and Relationships):**

- L1 Respect
- L2 Respectful relationships
- L4 Challenging stereotypes
- L5 Resolving conflict
- L6 Change and loss
- (Identity Unit):** L2 Identity and body image

### **Sp1 (Safety and the Changing Body):**

- L1 Alcohol
- L3 Social media (SnapTrap)
- L4 Physical and emotional changes
- L8 First Aid: Basic life support

### **Sp2 (Economic Well Being):**

- L2 How do people keep money safe?
- L3 What money responsibilities are there in secondary school?
- L4 What are the risks of gambling?
- L6 Career routes

### **Su1 (Health and Well Being):**

- L3 Taking responsibility for my health
- L4 The impact of technology on health
- L5 Resilience toolbox
- L6 Immunisation
- L8 Physical Health concerns

### **Su2 (Citizenship):**

- L1 Human rights
- L4 Prejudice and discrimination
- L6 National democracy

### **(Safety and the Changing Body):**

- L5 Conception
- L6 Pregnancy and Birth

# British Values Progression

## Autumn 1 (Mutual Respect – Understanding and valuing other people, even if they are different from you)

### **Year 1:**

Respect is treating other people nicely and valuing their views. Everyone is important. I should treat people who I would like to be treated.

How can I show respect to my friends and family?

### **Year 2:**

You come into contact with lots of different people including different adults. Who are they?

How can I show respect to different adults?

### **Year 3: KP**

Mutual Respect is understanding and valuing other people, even if they are different from you. Other people are different to me and that is ok.

How can I show respect to people who are different from me? Why is this important?

### **Year 4: KP**

Good manners are a way of showing respect. You can earn respect by being kind, being helpful and valuing other people's views.

How can I earn respect? Why is this important?

### **Year 5: KP**

Self-respect is taking care of myself. I can do this by keeping myself clean, resting well, exercising, drinking water or speaking kindly to myself.

What are the consequences of being disrespectful?

### **Year 6: KP**

Everyone deserves a basic level of respect. Having respect for people in authority is usually a good thing.

Why is it important to show respect even if you disagree?

## Autumn 2 (Accepting of Faiths – understanding and accepting that people may have different faiths or beliefs)

### **Year 1:**

A belief is accepting that something is true or exists. Some people have a belief in a god. Some people don't have any belief or faith. It is ok to have either.

### **Year 2:**

Quick recap of definitions of faith and belief. It is ok to have a faith or no faith/belief. We should understand that some people may have different faiths and beliefs from us. It is ok that we may not agree with it.

### **Year 3:**

You may like some parts of certain faiths and some parts of others. It is ok to have one or many beliefs.

### **Year 4:**

If we don't agree with a faith someone else has then we can talk to other people who can help. Some people feel it is important to share their faith with others.

### **Year 5:**

Exploring a range of faiths and beliefs is important. Some people feel it is important to share their faith with others. It is ok to listen and have the information but you don't have to believe what other people believe in.

### **Year 6:**

Having a range of faiths creates an inclusive and diverse society. In some parts of the country, certain faiths are more popular.

# British Values Progression

## Spring 1 (Protected Characteristics – making sure everyone is treated fairly and equally, no matter who they are or what is different about them)

### **Year 1:**

Everyone is different in their own special way, and all people should be treated with kindness and respect. Everyone should be treated fairly.

### **Year 2:**

It is unfair to treat someone differently because of how they look, what they believe, or where they come from. Friends can be different from each other, and that makes our school and community a more interesting and fun place.

### **Year 3:**

Every person is unique and has the right to be treated with respect, no matter their background or beliefs. The law protects people from being treated unfairly because of things like their race, religion, or gender.

### **Year 4:**

The Equality Act 2010 protects people from discrimination based on Protected Characteristics such as age, disability, race, religion or belief, sex, and gender reassignment. Discrimination means treating someone unfairly or differently because of who they are.

### **Year 5:**

The 9 Protected Characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Respecting differences helps build a fair and equal society for all people.

### **Year 6:**

Go through the 9 characteristics. Everyone is protected by law from discrimination in school, work, and public places. The Equality Act 2010 protects people.

## Spring 2 (Rule of Law – everyone including adults and children have to follow rules and laws)

### **Year 1:**

At home, I have some rules. If I don't follow the rules, there is a consequence. School has rules – these are being ready, respectful and safe. I must follow the school rules.

### **Year 2:**

School has rules – these are being ready, respectful and safe. I must follow the school rules. We have rules in our classroom. These are there to make things fair and keep everyone safe.

### **Year 3:**

Everyone including adults and children should follow rules. They are in place to keep people safe and make it fair. If people break rules, there are consequences. Depending on the rules can depend on the consequence. Sometimes we call rules laws – these are made by the government.

### **Year 4:**

Some laws are made by the government. These are called laws (recap). Rules and laws sometimes have to be enforced by people. Police officers, parking attendants and Health and Safety Inspectors.

### **Year 5:**

Some laws are made by the government (recap). In the UK, laws are written by governors and then MPs decide about the laws and make decisions about them. In other countries, laws are made in different ways.

### **Year 6:**

The Equality Act helps children and other people not be discriminated against. The Children Act helps protect children within the UK. Other countries have rules and laws that are made in different ways and protect children and adults.

# British Values Progression

## Summer 1 (Individual Liberty – everyone has the freedom to make their own choices, think their own thoughts and express themselves)

### **Year 1:**

Choices are when you choose one thing or another. We make lots of choices every day. I might make different choices to someone else.

### **Year 2:**

A choice is when you decide on one thing or another. Sometimes you must choose between different things. Some choices that we make can affect other people. Making the right choice can be hard but is important. A consequence can happen if you make the wrong choice.

### **Year 3:**

Consequences can be hard to understand but can be needed to help make the right choices. Everyone has a right to express their own views. We each have a voice that means we might see things differently to someone else.

### **Year 4:**

In the UK, children have rights such as being safe, have an education, able to play, have basic needs and have a voice. Basic needs are food, shelter and clothing. Some countries may have different children's rights. We can make choices that help other children with their rights.

### **Year 5:**

Protective characteristics/ Refugees- political and civil

### **Year 6:**

Protective characteristics/ equality act

## Summer 2 (Democracy – ruled by the people. Everyone gets a say in how their country or community is run)

### **Year 1:**

Democracy means that lots of people have a say in how things run. Following rules in a classroom can make things fair. When we think things are not fair, we should speak to a trusted adult. Following rules in games can make them fair.

### **Year 2:**

Our school council are chosen by children in the school. The school council help make decisions about things in school. If I've got an issue I can speak to the school council. Sometimes choices are made that I might find hard.

### **Year 3:**

Democracy means ruled by the people. Democracy is important because it allows people to have a say in things that affect them. Some countries do not have a democracy.

### **Year 4:**

The government help run the country and are voted for by people in the country. We have a local government – an MP (Member of Parliament) that helps look at local issues. These issues might affect people where I live or go to school. Children can contact their local MP and speak to them about issues.

### **Year 5:**

The national government's job is to run all parts of the country. They are voted for by people in that country. They make and change laws in that country.

### **Year 6:**

Not all countries have a democracy. The government (if they have one) is not always voted for by the people. Some countries have one person that rules the whole country and makes laws. We have international laws – these help countries to speak and interact with each other.

# Significant People

## Reception:

Julia Donaldson  
Neil Armstrong

## Year 1:

King Charles (Aut2)  
Mae Jemison (Sum1)

## Year 2:

Rosa Parks (Spr2)  
George Mottershead (Sum1)

## Year 3:

Steve Jobs (Spr1)  
David Attenborough (Sum1)

## Year 4:

Alex Scott (Aut2)  
William Shakespeare (Spr2)  
Justin Madders (Sum2)

## Year 5:

Mo Farah (Spr1)  
Katherine Johnson (Spr2)  
The Prime Minister (Sum2)

## Year 6:

The President (Aut1)  
Floella Benjamin (Aut2)  
Stephen Hawking (Sum)