



Yew Tree Primary School

PSHE/RHE CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!







PRIDE:

We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for PSHE/RHE <ul style="list-style-type: none"> • PSHE is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. • PSHE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. • We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. • Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. • Jigsaw brings together PSHE, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Mindful children can more readily choose their responses to situations rather than react while caught up in the thought-flows and emotions.
	Curriculum Objectives	<ul style="list-style-type: none"> • To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. • To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. • To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement. 	



Yew Tree Primary School PSHE/RHE Key Skills & Knowledge Overview

Term Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	TOPIC 1 Being me in my World	TOPIC 2 Celebrating differences	TOPIC 3 Dreams and Goals	TOPIC 4 Healthy Me	TOPIC 5 Relationships	TOPIC 6 Changing Me
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	<p>Key knowledge and skills</p> <ul style="list-style-type: none"> - Self-identity - Understanding feelings - Being in a classroom - Being gentle^[SEP] - Rights and responsibilities <p>-Can start a conversation with an adult or a friend and continue it for many turns</p>	<p>Key knowledge and skills</p> <ul style="list-style-type: none"> - Identifying talents - Being special^[SEP] - Families^[SEP] - Where we live^[SEP] - Making friends - Standing up for yourself <p>-Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions</p>	<p>Key knowledge and skills</p> <ul style="list-style-type: none"> - Challenges - Perseverance - Goal-setting - Overcoming obstacles - Seeking help Jobs^[SEP] - Achieving goals <p>-Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is</p>	<p>Key knowledge and skills</p> <ul style="list-style-type: none"> - Exercising bodies - Physical activity - Healthy food - Sleep - Keeping clean - Safety <p>-Be increasingly independent in meeting their own care needs (PSED)</p> <p>-Make healthy choices about food, drink,</p>	<p>Key knowledge and skills</p> <ul style="list-style-type: none"> - Family life - Friendships^[SEP] - Breaking friendships - Falling out^[SEP] - Dealing with bullying - Being a good friend <p>-Become more outgoing with unfamiliar people, in the safe context of their setting (PSED)</p> <p>-Show more confidence</p>	<p>Key knowledge and skills</p> <ul style="list-style-type: none"> - Bodies^[SEP] - Respecting my body - Growing up^[SEP] - Growth and change - Fun and fears - Celebrations

	<ul style="list-style-type: none"> -Develop their sense of responsibility and membership of a community (PSED) -Increasingly follow rules, understanding why they are important (PSED) -Do not always need an adult to remind them of the rules (PSED) -Talk about their feelings using words like happy, sad, angry, worried (PSED) -Begin to understand how others might be feeling (PSED) 	<ul style="list-style-type: none"> -Begin to make sense of their own life story and family's history (History) -Continue to develop positive attitudes about the differences between people (History) -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (Geography) 	<p>suggested to them</p> <ul style="list-style-type: none"> -Starting to eat independently and learning how to use a knife and fork (Physical Development) -Be increasingly independent as they get dressed and undressed (Physical development) -Show an interest in different occupations (History) 	<p>activity and toothbrushing (PSED)</p>	<p>in new social situations (PSED)</p> <ul style="list-style-type: none"> -Play with one or more children, extending and elaborating play ideas (PSED) -Help to find solutions to conflicts and rivalries (PSED) -Develop appropriate ways of being assertive (PSED) -Talk with others to solve conflicts (PSED) 	
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Key knowledge and skills

- Self-identity
- Understanding feelings
- Being in a classroom
- Being gentle
- Rights and responsibilities

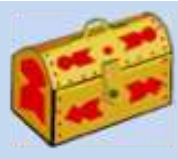
- Develop social phrases (C&L)
- See themselves as a valuable individual (PSED)
- Express their feelings and consider the feelings of others (PSED)
- Identify and moderate their own feelings socially and emotionally (PSED)
- Manage their own needs (PSED)



Key knowledge and skills

- Identifying talents
- Being special
- Families
- Where we live
- Making friends
- Standing up for yourself

- Talk about members of their immediate family and community (History)
- Name and describe people who are familiar to them (History)
- Recognise that people have different beliefs and celebrate special times in different ways (History)



Key knowledge and skills

- Challenges
- Perseverance
- Goal-setting
- Overcoming obstacles
- Seeking help
- Jobs
- Achieving goals

- Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen (C&L)
- Show resilience and perseverance in the face of a challenge (PSED)



Key knowledge and skills

- Exercising bodies
- Physical activity
- Healthy food
- Sleep
- Keeping clean
- Safety

- Know and talk about the different factors that support their overall health and wellbeing:
- regular physical activity
- healthy eating
- toothbrushing
- sensible amount of screen time
- having a good sleep routine
- being a safe pedestrian



Key knowledge and skills







- Family life
- Friendships
- Breaking friendships
- Falling out
- Dealing with bullying
- Being a good friend

- Build constructive and respectful relationships (PSED)
- Think about the perspective of others (PSED)



Key knowledge and skills

- Bodies
- Respecting my body
- Growing up
- Growth and change
- Fun and fears
- Celebrations

KS1 and KS2	TOPIC 1 Being me in my World	TOPIC 2 Celebrating differences	TOPIC 3 Dreams and Goals	TOPIC 4 Healthy Me	TOPIC 5 Relationships	TOPIC 6 Changing Me
Y1	 <p>Key knowledge and skills</p> <ul style="list-style-type: none"> - Feeling special and safe - Being part of a class - Rights and responsibilities - Rewards and feeling proud - Consequences - Owning the Learning Charter 	 <p>Key knowledge and skills</p> <ul style="list-style-type: none"> - Similarities and differences - Understanding bullying and knowing how to deal with it - Making new friends - Celebrating the differences in everyone 	 <p>Key knowledge and skills</p> <ul style="list-style-type: none"> - Setting goals - Identifying successes and achievements - Learning styles - Working well and celebrating achievement with a partner - Tackling new challenges - Identifying and overcoming obstacles - Feelings of success 	 <p>Key knowledge and skills</p> <ul style="list-style-type: none"> - Keeping myself healthy - Healthier lifestyle choices - Keeping clean - Being safe - Medicine safety/safety with household items - Road safety - Linking health and happiness 	 <p>Key knowledge and skills</p> <ul style="list-style-type: none"> - Belonging to a family - Making friends/being a good friend - Physical contact preferences - People who help us - Qualities as a friend and person - Self-acknowledgement - Being a good friend to myself - Celebrating special relationships 	 <p>Key knowledge and skills</p> <ul style="list-style-type: none"> - Life cycles – animal and human - Changes in me - Changes since being a baby - Differences between female and male bodies (correct terminology) - Linking growing and learning - Coping with change - Transition

Y2



Key knowledge and skills

- Hopes and fears for the year
- Rights and responsibilities
- Rewards and consequences
- Safe and fair learning environment
- Valuing contributions - Choices
- Recognising feelings



Key knowledge and skills

- Assumptions and stereotypes about gender
- Understanding bullying
- Standing up for self and others
- Making new friends
- Gender diversity
- Celebrating difference and remaining friends



Key knowledge and skills

- Achieving realistic goals
- Perseverance
- Learning strengths
- Learning with others
- Group co-operation
- Contributing to and sharing success



Key knowledge and skills

- Motivation
- Healthier choices
- Relaxation
- Healthy eating and nutrition
- Healthier snacks and sharing food



Key knowledge and skills

- Different types of family
- Physical contact boundaries
- Friendship and conflict
- Secrets
- Trust and appreciation
- Expressing appreciation for special relationships



Key knowledge and skills

- Life cycles in nature
- Growing from young to old Increasing independence
- Differences in female and male bodies (correct terminology)
- Assertiveness
- Preparing for transition

Y3



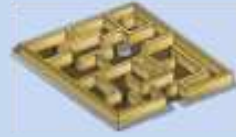
Key knowledge and skills

- Setting personal goals
- Self-identity and worth
- Positivity in challenges
- Rules, rights and responsibilities
- Rewards and consequences
- Responsible choices
- Seeing things from others' perspectives



Key knowledge and skills

- Families and their differences
- Family conflict and how to manage it (child-centred)
- Witnessing bullying and how to solve it
- Recognising how words can be hurtful
- Giving and receiving compliments



Key knowledge and skills

- Difficult challenges and achieving success
- Dreams and ambitions
- New challenges
- Motivation and enthusiasm
- Recognising and trying to overcome obstacles
- Evaluating learning processes
- Managing feelings
- Simple budgeting



Key knowledge and skills

- Exercise
- Fitness challenges
- Food labelling and healthy swaps
- Attitudes towards drugs
- Keeping safe and why it's important online and off line scenarios
- Respect for myself and others
 - Healthy and safe choices



Key knowledge and skills

- Family roles and responsibilities
- Friendship and negotiation
- Keeping safe online and who to go to for help
- Being a global citizen
- Being aware of how my choices affect others
- Awareness of how other children have different lives
- Expressing appreciation for family and friends



Key knowledge and skills

- How babies grow
- Understanding a baby's needs
- Outside body changes
- Inside body changes
- Family stereotypes
- Challenging my ideas
- Preparing for transition

First aid training

- calling the emergency services
- answering their questions
- action In an emergency/help from others
- dangers and infection control
- types of bleeding e.g nose bleeds, bruises, grazes, worsening bleeds, shock
- head injuries – signs, comfort, emergency action

Y4



Key knowledge and skills

- Being part of a class team
- Being a school citizen
- Rights, responsibilities and democracy (school council)
- Rewards and consequences
- Group decision-making
- Having a voice
- What motivates behaviour



Key knowledge and skills

- Challenging assumptions
- Judging by appearance
- Accepting self and others
- Understanding influences
- Understanding bullying
- Problem-solving - Identifying how special and unique everyone is
- First impressions



Key knowledge and skills

- Hopes and dreams
- Overcoming disappointment
- Creating new, realistic dreams
- Achieving goals
- Working in a group
- Celebrating contributions
- Resilience
- Positive attitudes



Key knowledge and skills

- Healthier friendships
- Group dynamics - Smoking
- Alcohol
- Assertiveness
- Peer pressure
- Celebrating inner strength



Key knowledge and skills

- Jealousy
- Love and loss
- Memories of loved ones
- Getting on and Falling Out
- Girlfriends and boyfriends
- Showing appreciation to people and animals



Key knowledge and skills

- Being unique
- Having a baby^{SEP}
- Girls and puberty
- Confidence in change
- Accepting change
- Preparing for transition
- Environmental change

First aid training

- unresponsive casualty
- non breathing
- CPR and AED
- chain of survival
- choking

Y5



Key knowledge and skills

- Planning the forthcoming year
- Being a citizen
- Rights and responsibilities
- Rewards and consequences
- How behaviour affects groups
- Democracy, having a voice, participating



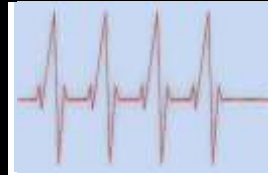
Key knowledge and skills

- Cultural differences and how they can cause conflict
- Racism
- Rumours and name-calling
- Types of bullying
- Material wealth and happiness
- Enjoying and respecting other cultures



Key knowledge and skills

- Future dreams
- The importance of money
- Jobs and careers
- Dream job and how to get there
- Goals in different cultures
- Supporting others (charity)
- Motivation



Key knowledge and skills

- Smoking, including vaping
- Alcohol
- Alcohol and anti-social behaviour
- Emergency aid
- Body image
- Relationships with food
- Healthy choices
- Motivation and behaviour



Key knowledge and skills

- Self-recognition and self-worth
- Building self-esteem
- Safer online communities
- Rights and responsibilities online
- Online gaming and gambling
- Reducing screen time
- Dangers of online grooming SMARRT internet safety rules



Key knowledge and skills

- Self- and body image
- Influence of online and media on body image
- Puberty for girls
- Puberty for boys
- Conception (including IVF)
- Growing responsibility
- Coping with change
- Preparing for transition

Y6



Key knowledge and skills

- Identifying goals for the year
- Global citizenship
- Children’s universal rights
- Feeling welcome and valued
- Choices, consequences and rewards
- Group dynamics
- Democracy, having a voice
- Anti-social behaviour
- Role-modelling



Key knowledge and skills

- Perceptions of normality
- Understanding disability
- Power struggles
- Understanding bullying
- Inclusion/exclusion
- Differences as conflict, difference as celebration
- Empathy



Key knowledge and skills

- Personal learning goals, in and out of school
- Success criteria
- Emotions in success
- Making a difference in the world
- Motivation
- Recognising achievements
- Compliments



Key knowledge and skills

- Taking personal responsibility
- How substances affect the body
- Exploitation, including ‘county lines’ and gang culture
- Emotional and mental health
- Managing stress



Key knowledge and skills

- Mental health
- Identifying mental health worries and sources of support
- Love and loss
- Managing feelings
- Power and control
- Assertiveness
- Technology safety
- Take responsibility with technology use



Key knowledge and skills

- Self-image
- Body image
- Puberty and feelings
- **Conception to birth**
- Reflections about change
- Physical attraction
- Respect and consent
- Boyfriends/girlfriends
- Sexting
- Transition

NB: The lessons **highlighted** are additional lessons, within Jigsaw, that could be taught related to ‘Sex Education’. At Yew Tree Primary, we have decided not to teach any additional elements beyond the statutory provision for RHE. This means that, at our school, children will learn about puberty in Y5 and reproduction (from a science perspective) in Y6. This decision shall be reviewed annually and parents/carers will be consulted each year.