

Spring Gardens Primary School

PSHE Overview (Including Sex and Relationship Education)



Updated and reviewed in line with Relationships Education, Relationships and Sex Education (RSE) and Health Education DFE Government Guidance and The PSHE Association Guidance.

(Please also refer to our school PSHE policy and RSE policy)

April 2020 by A. Chambers

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PSHE Overview

EYFS (updated September 2021)	Healthy Lifestyles		Keeping Safe		Relationships	
	Healthy eating and keeping active	Emotional understanding	Modern Issues: E-safety and financial understanding	Who to trust	Relationships	Anti-Bullying
<p>PSHE topics are covered through:</p> <p>Personal, Social and Emotional Development</p> <p>ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p> <p>Understanding the World</p> <p>ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>						

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Year 1	Healthy Lifestyles		Keeping Safe		Relationships	
	Healthy eating and keeping active	Emotional understanding	Modern Issues: E-safety and financial understanding	Who to trust	Relationships	Anti-bullying
	<ul style="list-style-type: none"> • What is a healthy lifestyle? (To include; rest, physical activity, healthy eating and dental health.) • Naming body parts. • To develop an awareness of personal hygiene. (Understanding that some diseases can spread.) 	<ul style="list-style-type: none"> • To recognise what they like and dislike and make informed choices. (To understand that their choices can have positive and negative consequences.) • To celebrate their achievements and to set goals. To understand that keeping secrets can be harmful. • Vocabulary to describe feelings. • To know the meaning of 'privacy' and 'being private' and respecting other's privacy. 	<ul style="list-style-type: none"> • To know that money comes from different sources and has different purposes. • To know ways of staying safe online. 	<ul style="list-style-type: none"> • To recognise how they contribute to the life of the classroom and school. • To know that they belong to different communities. • To discuss what helps and harms their locality. • To understand the people that have similarities with and links to. • That we are all unique. 	<ul style="list-style-type: none"> • To demonstrate the ability to communicate their feelings with others. • To explain the difference between secrets and nice surprises. • To begin to listen to others. • To identify their special people. 	<ul style="list-style-type: none"> • To identify and respect similarities and differences of others. • To judge what kind of physical contact is acceptable. • To understand that peoples bodies and feelings can be hurt. • To have some strategies to resist teasing or bullying.

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Year 2	Healthy Lifestyles		Keeping Safe		Relationships	
	Healthy eating and keeping active	Emotional Understanding	Modern Issues: E-safety and financial understanding	Who to trust	Relationships	Anti-bullying
	<ul style="list-style-type: none"> To understand that household products can be harmful. To discuss the process of growing from young to old and the changes that will occur. 	<ul style="list-style-type: none"> To learn from experiences and to recognise likes and dislikes. To learn vocabulary to describe a range of feelings. To recognise ways of coping with change (and loss.) To discuss the meaning of privacy and being private; respecting other's privacy. 	<ul style="list-style-type: none"> To understand the role money plays in their life; saving, spending and keeping it safe. To know how ways of staying safe online. 	<ul style="list-style-type: none"> To help construct and follow sets of rules to help keep safe. (Including online.) To recognise that all people and living things have rights and that everyone has a responsibility to protect those rights. To know who can look after them and who helps in their community. To know how they can help the people that help them. 	<ul style="list-style-type: none"> To recognise that their behaviour can affect others; what is fair/unfair, kind/unkind. To share and justify their views with others. To offer thoughtful feedback. 	<ul style="list-style-type: none"> To identify and respect similarities and differences of others. To recognise when people are being unkind to them or others and how to respond. To recognise different types of teasing and bullying. To know some strategies to resist teasing or bullying.

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Year 3	Healthy Lifestyles		Keeping Safe		Relationships	
	Healthy eating and keeping active	Emotional understanding	Modern Issues: E-safety and financial understanding	Who to trust	Relationships	Anti-bullying
	<ul style="list-style-type: none"> Road safety To recognise, predict and assess risks. (Also linked with road safety.) To know how to protect their own body. To judge what is acceptable and unacceptable physical contact. Basic hygiene to avoid bacteria and virus (hand washing). To understand how some habits can be dangerous (to include tobacco, alcohol, drugs and energy drinks.) 	<ul style="list-style-type: none"> To show an understanding that choices have negative and positive consequences. To continue to develop an understanding of transition, change and loss. (To include bereavement, separation and divorce.) To celebrate their own achievements and identify their own strengths. To set goals. 	<ul style="list-style-type: none"> To research, discuss and debate topical issues. To know why and how rules and laws that are made to protect them are enforced. To have an awareness about the role of money in their own lives. ('Loan', 'interest', 'debt' and 'tax'. Enterprise. To explore how the media present information. To explore and critique what is presented to them in media. 	<ul style="list-style-type: none"> To realise the consequences of antisocial, aggressive and harmful behaviour; to know who to tell about it. To know what being part of a community means. 	<ul style="list-style-type: none"> To recognise different types of relationships. (To include acquaintances, friends, family and relatives.) To understand that civil partnerships and marriage is a commitment that should be freely entered into. (a choice) To listen and respond respectfully; to challenge constructively if necessary. To recognise a range of different feelings in themselves and in others. 	<ul style="list-style-type: none"> To develop strategies to resolve disputes. To recognise and challenge stereo types. How to recognise bullying and abuse in all its forms. To be aware of the danger of dares. To understand the British values.

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Year 4	Healthy Lifestyles		Keeping Safe		Relationships	
	Healthy eating and keeping active	Emotional understanding	Modern Issues: E-safety and financial understanding	Who to trust	Relationships	Anti-bullying
	<ul style="list-style-type: none"> To develop choices and opinions about food. To be aware of the changes that occur to their body as they approach puberty. To begin to be aware of human reproduction. 	<ul style="list-style-type: none"> To know what has positive and negative effects on their mental health. To understand they may sometimes have conflicting feelings, and understand the importance of listening and talking about this. To know how to make informed choices for a balanced lifestyle. 	<ul style="list-style-type: none"> To research, discuss and debate topical issues. To understand there are basic human rights shared by all people. To explain democracy. Explore how the media present information. Explore and critique what is presented to them in social media. To understand how to stay safe online and who can help. (To include password protection.) 	<ul style="list-style-type: none"> To recognise the role of voluntary, community and pressure groups. To understand the difference between 'risk', 'danger' and 'hazard'. 	<ul style="list-style-type: none"> To recognise what constitutes a positive, healthy relationship. That their actions affect themselves and others. To be aware that increased independence leads to increased responsibility. To recognise personal boundaries. To discuss the definition for; 'sex', 'gender, identity' and 'sexual orientation'. 	<ul style="list-style-type: none"> That differences and similarities arise from a number of factors. (To include the effects of discrimination of race and disability.) That two people who love and care about each other can be committed without being married. To be aware of the British values and compare to other cultures around the world..

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Year 5	Healthy Lifestyles		Keeping Safe		Relationships	
	Healthy eating and keeping active	Emotional understanding	Modern Issues: E-safety and financial understanding	Who to trust	Relationships	Anti-bullying
	<ul style="list-style-type: none"> To develop their ability to make choices about food and the benefits of a balanced diet. To know the damages that substances can have on their immediate and long-term health. To know how their body will change as they are going through puberty. To judge what physical contact is acceptable; and how to respond. 	<ul style="list-style-type: none"> To deepen their understanding of 'good' and 'not so good' feelings. To know how to make informed choices and to recognise negative, positive and neutral affects. To understand the concept of a 'balanced' lifestyle. To recognise that independence brings increased responsibility. To continue to develop understanding of transition, change and loss. (To include bereavement, divorce and separation.) 	<ul style="list-style-type: none"> To research, discuss and debate topical issues. To know how to use a mobile phone responsibly. To know that universal, shared human rights are there to protect them. To understand that there are basic human rights shared by all. To know about the role of money in their own lives. ('Loan', 'interest', 'debt' and 'tax'.) Enterprise. To know that resources can be allocated in different ways and that these economic choices affect individuals. To explore and critique how the media present information. 	<ul style="list-style-type: none"> To know that they have a range of responsibilities with varying roles (at home and school). To appreciate the range of identities in the UK. To differentiate between; 'risk', 'hazard' and 'danger'. 	<ul style="list-style-type: none"> To recognise and respond to a wide range of feelings in others. To recognise some relationships can be unhealthy and know who to talk to for support. 	<ul style="list-style-type: none"> To understand the difference and similarities between people arise from a number of factors. To realise the nature and consequence of discrimination, teasing, bullying and aggressive behaviours. To know that forcing anyone to marry is a crime.

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Year 6	Healthy Lifestyles		Keeping Safe		Relationships	
	Healthy eating and keeping active	Emotional understanding	Modern Issues: E-safety and financial understanding	Who to trust	Relationships	Anti-bullying
	<ul style="list-style-type: none"> To predict, assess and recognise the risks and to keep themselves safe in the locality. To know how to take care of their body; hygiene. (To include avoiding bacteria and virus.) To develop their understanding of human reproduction. To know how to protect their body from inappropriate physical contact. To develop strategies for saying emotionally and physically safe. To know some basic First Aid procedures. 	<ul style="list-style-type: none"> To know what positively and negatively affects their mental health. To celebrate their achievements and set aspirational goals. To understand the term 'habit' and to know the consequences of a habit. 	<ul style="list-style-type: none"> To research, discuss and debate topical issues. To know that there are some cultural practices that are against British law. To explore and critique what is presented to them in social media. To recognise how images in the media do not always represent reality and the impact the media can have on an individual. To know how to stay safe online (including mobile phones) and how to deal with image requests of themselves/others. 	<ul style="list-style-type: none"> To resolve differences by looking for alternative solutions. To consider the lives of people living in other places. 	<ul style="list-style-type: none"> To know that the concept of secret keeping can be risky and understanding that sometimes they have to 'break a confidence'. To know who can help if they sometimes have conflicting feelings. To understand that there can be pressure to behave in unacceptable, unhealthy or risky ways from a variety of sources and to know who can help if they are anxious or unsure. To understand that marriage and civil partnership are demonstrations of commitment. 	<ul style="list-style-type: none"> To recognise bullying in all its forms. To recognise and challenge 'stereotypes'. Consider the terms; 'sex', 'gender identity' and 'sexual orientation'. To understand personal boundaries; to identify what they are willing to share and what they prefer to keep private.