

## 2 Year rolling programme for PSHE Redbrook.

<b>Robins</b>		
	2023-2024	2024-2025
	Keeping/staying safe	Feelings and emotions
Term 1	Assessment - Baseline	Assessment - Baseline
	Road safety	Jealousy
	Tying shoelaces	Anger/worry
	Keeping/staying healthy	Computer Safety
Term 2	Assessment- Baseline	Assessment - Baseline
	Healthy Eating	Online bullying
	Washing hands/Brushing teeth	Image sharing
	Relationships	Our World
Term 3	Assessment- Baseline	Assessment - Baseline
Term 4	Bullying/Friendship/Body language	Growing in our world/Living in our world
	Being responsible	Hazard watch
Term 5	Assessment- Baseline	Assessment - Baseline
	Water spillage/practice makes perfect Helping someone in need	Is it safe to eat or drink? Is it safe to play with?
Term 6	Assessment/Summative	Assessment/Summative

### RHSE – to be taught discretely in Summer Term.

	2023-2024	2024-2025
Summer Term	<p>Reception – Growing up (Pink curriculum) Lesson 1: To be able to identify how they have visually changed since they were baby.</p> <p>Lesson 2: To be able to identify how they have changed in terms of what they can and can't do independently.</p>	<p>Reception – Growing up (Pink curriculum) Lesson 1: To be able to identify how they have visually changed since they were baby.</p> <p>Lesson 2: To be able to identify how they have changed in terms of what they can and can't do independently.</p>
	<p>Year 1 – And Tango makes three (Pink curriculum) Asking for help (Pink curriculum) Keeping my body clean (Pink curriculum) My Body is My Body (Pink curriculum)</p>	<p>Year 1 – And Tango makes three (Pink curriculum) Asking for help (Pink curriculum) Keeping my body clean (Pink curriculum) My Body is My Body (Pink curriculum)</p>

	<p>Year 2 –  Similarities and differences – Body parts (Pink curriculum)  Where do Babies come from? (Pink curriculum)  Changes – physical (Pink curriculum)  Changes – Becoming Independent (Pink curriculum)</p>	<p>Year 2 –  Similarities and differences – Body parts (Pink curriculum)  Where do Babies come from? (Pink curriculum)  Changes – physical (Pink curriculum)  Changes – Becoming Independent (Pink curriculum)</p>
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**Other areas you could include in your PSHE lessons are: water safety, sun safety, road safety, emotional safety, stranger danger and sleep. This is not an exhaustive list. Please look at the needs of your class.**

	2021-2022		2022-2023	
	Year 3/4	Year 5/6	Year 3/4	Year 5/6
	<b>Keeping/staying safe</b>	<b>Keeping/staying safe</b>	<b>Feelings and emotions</b>	<b>Feelings and emotions</b>
Term 1	Leaning out of windows (5-8) Staying safe (5-8) Assessment summative (5-8)	Peer pressure Adults views Children's views	Grief (5-8) Assessment-summative (5-8)	Anger Adults views Children's views
Term 2	Assessment baseline (8-11) Cycle safety (8-11)	Water Safety Assessment- summative	Assessment – baseline (8-11) Jealousy (8-11)	Worry Assessment-summative
	<b>Keeping/Staying Healthy</b>	<b>Keeping/Staying Healthy</b>	<b>Fire Safety</b>	<b>Fire Safety</b>
Term 3	Summative Assessment (5-8) Assessment – Baseline (8-11) Healthy Living 8-11	Smoking  Alcohol  Assessment - Summative	Baseline Assessment (5-8) Hoax calling  Petty Arson	Texting Whilst Driving  Enya and Deedee visit the fire station  Summative Assessment (5-8)
	<b>Being responsible</b>	<b>Being responsible</b>	<b>First Aid</b>	<b>First Aid</b>
Term 4	Stealing (5-8) Assessment - Summative 5-8 Assessment – Baseline (8-11) Coming home on time	Looking out for others Adults views Children's views  Stealing Assessment - Summative	Assessment- Baseline  Medicine (5-8 Keeping/Staying healthy)  Asthma and Anaphylactic Shock	Basic Life support  First Aid - Head Injuries and Severe Bleeding 1 and 2  Assessment Summative
	<b>A world without Judgement</b>	<b>A world without Judgement</b>	<b>A world without Judgement</b>	<b>A world without Judgement</b>
Term 5	Assessment Baseline (8-11)	Inclusion and acceptance Adults views Children's views	Breaking down barriers (8-11)	British values Assessment summative

	The Working World	The Working World	The Working World	The Working World
Term 6	Working in our world Looking after our world Assessment- summative (5-8)	Enterprise Adults views Children's views	Assessment – Baseline (8-11) Chores at home (8-11)	Enterprise In-App purchases Assessment- summative

RHSE – to be taught discretely in Summer Term.		
Year 3 Touch – Relationships (1 decision) Grief – Feelings and Emotions (1 decision)	Year 3 Touch – Relationships (1 decision) Grief – Feelings and Emotions (1 decision)	Year 3 Touch – Relationships (1 decision) Grief – Feelings and Emotions (1 decision)
Year 4 – Baseline Assessment  Appropriate Touch (1 decision – Growing and changing)	Year 4 – Baseline Assessment for both  Appropriate Touch (1 decision – Growing and changing)	Year 4 – Baseline Assessment for both  Appropriate Touch (1 decision – Growing and changing)
Year 5 - Puberty (1 decision – growing and changing)	Year 5 - Puberty (1 decision – growing and changing)	Year 5 - Puberty (1 decision – growing and changing)
Year 6 – Summative assessment Conception (1 decision – growing and changing)	Year 6 – Summative assessment Conception (1 decision – growing and changing)	Year 6 – Summative assessment Conception (1 decision – growing and changing)

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<b>Personal, Social and Emotional Development.</b>	<b>Nursery Skills</b>	<p>To separate from main carer and learn to adapt to the Nursery environment. <b>(Au1)</b></p> <p>To select and use activities and resources, with some support if needed. <b>(Au1)</b></p> <p>To wash hands after using the toilet. <b>(Au1)</b></p>	<p>To learn about daily routines and classroom rules. <b>(Au2)</b></p> <p>To be aware of behavioural expectations in the Nursery. <b>(Au2)</b></p> <p>To select and use activities and resources, with some support if needed. <b>(Au2)</b></p> <p>To show an awareness of the importance of oral health. <b>(Au2)</b></p>	<p>To learn how to share resources and play in a group. <b>(Sp1)</b></p> <p>To learn to look after resources within the class. <b>(Sp1)</b></p> <p>To listen to, and follow rules set. <b>(Sp1)</b></p> <p>To take turns whilst playing and waiting patiently to have a go. <b>(Sp1)</b></p>	<p>To show independence in accessing and exploring the environment. <b>(Sp2)</b></p> <p>To independently put on coats and use the toilet. <b>(Sp2)</b></p> <p>To listen to, and follow rules set. <b>(Sp2)</b></p> <p>To learn to look after resources within the class. <b>(Sp2)</b></p>	<p>To be able to initiate play with peers and keep play going by giving ideas. <b>(Su1)</b></p> <p>To become more outgoing with unfamiliar people. <b>(Su1)</b></p> <p>To show more confidence in new social situations. <b>(Su1)</b></p> <p>To begin to find solutions to conflicts. <b>(Su1)</b></p> <p>To show an awareness of how others may be feeling. <b>(Su1)</b></p>	<p>To gain enough confidence to talk to adults and peers. <b>(Su2)</b></p> <p>To begin to be assertive towards others where necessary. <b>(Su2)</b></p>	
	<b>Nursery Knowledge</b>	<p>To know that they can approach adults in Nursery when needed. <b>(Au1)</b></p>	<p>To know how to adapt behaviour to suit classroom routines. <b>(Au2)</b></p> <p>To show confidence in</p>	<p>To know how to manage their emotions in different situations. <b>(Sp1)</b></p> <p>To know that there are boundaries set.</p>	<p>To be aware of the different areas in the Nursery and how to explore them safely. <b>(Sp2)</b></p>	<p>To know that to play nicely it's important to share and take turns. <b>(Su1)</b></p> <p>To know that if I am upset, I can use phrases</p>	<p>To know how to talk politely and develop an understanding of what is appropriate. <b>(Su2)</b></p>	

			<p>asking adults for support. <b>(Au2)</b></p> <p>To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies. <b>(Au2)</b></p>	<p><b>(Sp1)</b></p> <p>To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'. <b>(Sp1)</b></p> <p>To know that we must respect our resources and out them back when we have finished with them. <b>(Sp1)</b></p> <p>To know that when playing in a group they need to share and also know that they will get a turn. <b>(Sp1)</b></p>	<p>To approach an adult if they need support. <b>(Sp2)</b></p>	<p>such as "stop it, I don't like it" to convey my discomfort. <b>(Su1)</b></p> <p>To know that it is OK to engage with others, even if in a different environment. <b>Su1)</b></p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. <b>(Su1)</b></p>	<p>To know that it is OK to challenge others, but they must remember to always be kind. <b>(Sum2)</b></p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. <b>(Su2)</b></p>	
	Reception Skills	<p>To describe a friend. <b>(Au1)</b></p> <p>To know and demonstrate friendly behaviour. <b>(Au1)</b></p>	<p>To learn about a range of different festivals. <b>(Au2)</b></p> <p>To learn about important</p>	<p>To learn right from wrong. <b>(Sp1)</b></p> <p>To understand how to make the right choices and the</p>	<p>To understand that people need help. <b>(Sp2)</b></p> <p>To identify ways of being</p>	<p>To describe a range of different habitats around the world. <b>(Su1)</b></p>	<p>To learn about the different family structures. <b>(Su2)</b></p>	<p><b><u>Self-Regulation.</u></b></p> <p>Show an understanding of their own feelings and</p>

		<p>To understand how to be a good friend. <b>(Au1)</b></p> <p>To learn to join in with whole group activities. <b>(Au1)</b></p> <p>To choose an activity independently. <b>(Au1)</b></p>	<p>dates in their lives. <b>(Au2)</b></p>	<p>consequences of not making the right ones. <b>(Sp1)</b></p>	<p>helpful to others and how this will make them feel. <b>(Sp2)</b></p>			<p>those of others, and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>*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>
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								<p><b><u>Managing Self.</u></b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>
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								<p><b><u>Building Relationships.</u></b> Work and play cooperatively and take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and to others' needs.</p>
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