



Staniland Academy PSHE and RSE Overview



	Autumn	Spring	Summer
EYFS	PSED-SCSA, MFB, MR Aut 1 New beginnings Aut 2 Getting on and falling out	PSED-SCSA, MFB, MR Spr 1 Going for Goals Spr 2 Good to be me	PSED-SCSA, MFB, MR Sum 1 Relationships Sum 2 Changes
Year 1	Aut 1 -Keeping/Staying Safe/Safe Relationships/ Shared Responsibilities Aut 2 -Keeping/Staying Healthy Mental Health Healthy Lifestyles/Substance Abuse	Spr 1 -Relationships/Friendships Ourselves Growing and Changing Spr 2 -Being Responsible Families and Close Personal Relationships	Sum 1 -Feelings & Emotions Managing hurtful behaviour & Bullying Media Literacy & Digital Resilience Respecting Self & Others Sum2 -Money Matters Safe Relationships, Communities Economic Well-being/Money
Year 2	Aut 1 -Keeping/Staying Safe/Safe Relationships/ Shared Responsibilities Aut 2 -Keeping/Staying Healthy Mental Health Healthy Lifestyles/Substance Abuse	Spr 1 -Relationships/Friendships Ourselves Growing and Changing Spr 2 -Being Responsible Families and Close Personal Relationships	Sum 1 -Feelings & Emotions Managing hurtful behaviour & Bullying Media Literacy & Digital Resilience Respecting Self & Others Sum2 -Money Matters Safe Relationships, Communities Economic Well-being/Money
Year 3	Aut 1 -Keeping/Staying Safe/Safe Relationships/ Shared Responsibilities Aut 2 -Keeping/Staying Healthy Mental Health Healthy Lifestyles/Substance Abuse	Spr 1 -Relationships/Friendships Ourselves Growing and Changing Spr 2 -Being Responsible Families and Close Personal Relationships	Sum 1 -Feelings & Emotions Managing hurtful behaviour & Bullying Media Literacy & Digital Resilience Respecting Self & Others Sum2 -Money Matters Safe Relationships, Communities Economic Well-being/Money
Year 4	Aut 1 -Keeping/Staying Safe/Safe Relationships/ Shared Responsibilities Aut 2 -Keeping/Staying Healthy Mental Health Healthy Lifestyles/Substance Abuse	Spr 1 -Relationships/Friendships Ourselves Growing and Changing Spr 2 -Being Responsible Families and Close Personal Relationships	Sum 1 -Feelings & Emotions Managing hurtful behaviour & Bullying Media Literacy & Digital Resilience Respecting Self & Others Sum2 -Money Matters Safe Relationships, Communities Economic Well-being/Money
Year 5	Aut 1 -Keeping/Staying Safe/Safe Relationships/ Shared Responsibilities Aut 2 -Keeping/Staying Healthy Mental Health Healthy Lifestyles/Substance Abuse	Spr 1 -Relationships/Friendships Ourselves Growing and Changing Spr 2 -Being Responsible Families and Close Personal Relationships	Sum 1 -Feelings & Emotions Managing hurtful behaviour & Bullying Media Literacy & Digital Resilience Respecting Self & Others Sum2 -Money Matters Safe Relationships, Communities Economic Well-being/Money
Year 6	Aut 1 -Keeping/Staying Safe/Safe Relationships/ Shared Responsibilities Aut 2 -Keeping/Staying Healthy Mental Health Healthy Lifestyles/Substance Abuse	Spr 1 -Relationships/Friendships Ourselves Growing and Changing Spr 2 -Being Responsible Families and Close Personal Relationships	Sum 1 -Feelings & Emotions Managing hurtful behaviour & Bullying Media Literacy & Digital Resilience Respecting Self & Others Sum2 -Money Matters Safe Relationships, Communities Economic Well-being/Money

Year 5 Term	Autumn	Spring	Summer
Theme N.C PoS	Respect Rules Peer Pressure-1D H37 Reasons for age restrictions H22- Strategies for dealing with mental health L5-Protect the environment Safeguarding-what might you need to tell someone about/who? Healthy Living-1D H9-Spread of infection H11-Good dental hygiene H49-Media messages about drugs H21-Mental health warning signs (Anti-Bullying Week R19, R20, R21)	Anger-1D Appropriate Touch/ Relationships-1D R16-Friendship changes H29-Managing setbacks BV- Democracy/Rule of Law Looking Out for Others-1D Cycle Safety-1D Inclusion and Acceptance-1D L9-Negative stereotypes R6-Positive family life BV-Liberty/Respect and Tolerance	POSITIVE FOOTPRINTS PROGRAMME- Industry/Career Development Puberty-1D Online Bullying-1D R19/20-Impact/strategies bullying L13-How data is shared online H24/36 Transition(Feelings/changes)
Skills to be covered	<ul style="list-style-type: none"> -How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. -That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. -To recognise and manage 'dares'. -That bacteria and viruses can affect health and that following simple routines can reduce their spread. -That their actions affect themselves and others. -To recognise and respond appropriately to a wider range of feelings in others. 	<ul style="list-style-type: none"> -To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. -To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. -Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail, water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones). -To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. -To recognise ways in which a relationship can be unhealthy and who to talk to if they need support. -To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership. -To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. -To understand that everyone has human rights, all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. -That these universal rights are there to protect everyone and have primacy both over national law and family and community practices. -What being part of a community means, and about the varied institutions that support communities locally and nationally. 	<ul style="list-style-type: none"> -How their body will, and emotions may, change as they approach and move through puberty. -Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail, water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones). -To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language, how to respond and ask for help. -How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). -To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. -To critically examine what is presented to them in social media and why it is important to do so.