



# Staniland Academy PSHE and RSE Overview



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

Year 6 Term	Autumn	Spring	Summer
Theme N.C PoS	POSITIVE FOOTPRINTS PROGRAMME- Industry/Career Development  H35 Responsibilities of increased independence BV- Democracy/Rule of Law  Alcohol-1D H47-Drug laws H50-Organisations to support substance use (Anti-Bullying Week R19, R20, R21)	Conception-1D Looking Out for Others-1D H45-FGM R17 Strategies to resolve friendship differences H42 Keeping safe online H13-Balance time online and off L14-How internet targets people R26 Giving consent Safeguarding what might you need to tell someone about/who? Stealing-1D Worry-1D R2-People being attracted to different people BV-Liberty/Respect and Tolerance	Image Sharing-1D Making Friends Online-1D R19/20-Impact/strategies bullying R31-Importance of self-respect R34-Discuss & debate topic issues  Water Safety-1D H12-Benefits/risks sun exposure In App Purchases-1D British Values-1D L10-Responding to prejudice H24/36 Transition (Feelings/changes)
Skills to be covered	<ul style="list-style-type: none"> <li>-Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others (build from Y4).</li> <li>-To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</li> </ul>	<ul style="list-style-type: none"> <li>-About human reproduction.</li> <li>-About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that some actions constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.</li> <li>-That civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</li> <li>-To be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so.</li> <li>-To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</li> <li>-That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</li> <li>-To judge what kind of physical contact is acceptable or unacceptable and how to respond.</li> <li>-To understand that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for themselves or others.</li> <li>-To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.</li> </ul>	<ul style="list-style-type: none"> <li>-What positively and negatively affects their physical, mental and emotional health (including the media).</li> <li>-To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</li> <li>-About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</li> <li>-To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</li> <li>-To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).</li> <li>-To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</li> <li>-To know that there are some cultural practices which are against British law and universal human rights.</li> <li>-To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li> <li>-To recognise and challenge stereotypes.</li> </ul>