



Subject: PSHE

RATIONALE FOR OUR PSHE CURRICULLUM AT WHITE MEADOWS:

For White Meadows pupils, PSHE is a planned developmental programme of learning through which our children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. Although the fundamentals of PSHE can be found throughout our curriculum, we also teach PSHE in discrete lessons. For these, we feel it is important to build on a 'spiral curriculum', meaning that the specific learning builds for pupils as they move through the school, gradually expanding and deepening their knowledge, skills and attributes. This ensures that learning in PHSE is not delivered as a one-off experience. We feel that as part of a whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE contributes significantly to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risks, make informed choices and understand what influences their decisions. During the children's time at White Meadows, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. PSHE is a subject where all children can express themselves and achieve, regardless of academic ability, but adults are used strategically to support those pupils who find partaking in some of these lessons emotionally challenging.

As a school we have chosen the following three core themes and focuses for the learning of PSHE for all children:

- To understand how to develop and maintain healthy relationships.
- To make a positive impact within the wider world in which they live in.
- To maintain a healthy lifestyle and keep themselves physically and emotionally safe.

At the start of the year, we have a week's PSHE project to help the children back to settle into school. We teach relationship education in the autumn as a way to re-establish boundaries and appropriate behaviour after the summer holiday, and refresh water safety each summer to prepare them for the holiday. We feel these core themes and focuses will make a positive impact on their skills and attitudes for lifelong learning whilst developing their progression of skills in PSHE during their time at White Meadows.

At our school, we believe that it is important to teach good mental health strategies to all children, which is why, in addition to our PSHE lessons, the children also have lessons on mindfulness and emotion. In these, we teach children to recognise what helps and hurts their mental health and strategies they can use to recognise and manage their emotions.

Year Group	Knowledge *See non-negotiable 'sticky skills/knowledge' focus in green	Skills *See non-negotiable 'sticky skills/knowledge' focus in green			Vocabulary	Club/Visit/Expert
		Self-regulation	Managing Self	Building Relationships		
Early Years Nursery 2-3	<ol style="list-style-type: none"> 1. What basic emotions are 2. How to take turns 3. Basic differences between people 4. How to get help from adults 	<p>Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>Safely explore emotions beyond their normal range through play and stories. Be increasingly able to talk about and manage their emotions. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front</p>	<p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Feel strong enough to express a range of emotions. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums</p>	<p>Develop friendships with other children. Play with increasing confidence on their own and with other children because they know their key person is nearby and available.</p>	<ul style="list-style-type: none"> • Taking turns • Relationships • Help • Feelings • Behaviour • Routine • Boy • Girl • Special • Needs • Ability • Emotion 	All clubs have elements of PSHE
Early Years Nursery 3-4	<ol style="list-style-type: none"> 1. Vocabulary to talk about basic emotions 2. How to solve conflicts with friends 3. What rules are 4. Where resources are kept 5. How to join games 	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>Talk with others to solve conflicts.</p>	<p>Increasingly follow rules, understanding why they are important</p> <p>Do not always need an adult to remind them of a rule. Become more outgoing with unfamiliar people, in the</p>	<p>Begin to understand how others might be feeling. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, suggesting other ideas.</p>	<ul style="list-style-type: none"> • Happy • Sad • Worried • Angry • Taking turns • Relationships • Help 	

			<p>safe context of their setting. Show more confidence in new social situations</p> <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 suggested to them.</p> <p>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop their sense of responsibility and membership of a community.</p>	<ul style="list-style-type: none"> • Feelings • Behaviour • Routine • Boy • Girl • Special • Needs • Ability • Emotion 	
Early Years Reception ELG	<ol style="list-style-type: none"> 1. What makes them feel different emotions 2. How to tell how other people are feeling 3. How to go to the toilet and keep clean 4. How to make friends 5. How to be polite to friends 	<p>Identify and moderate their own feelings socially and emotionally. Show resilience and perseverance in the face of challenge.</p> <p>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;</p> <p>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>See themselves as a valuable individual.</p> <p>Manage their own needs. Identifying when they do and don't need help</p> <p>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>Express their feelings and consider the feelings of others. Build constructive and respectful relationships.</p> <p>Think about the perspectives of others.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p> <p>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>	<ul style="list-style-type: none"> • Happy • Sad • Worried • Angry • Taking turns • Relationships • Help • Feelings • Behaviour • Routine • Boy • Girl • Special • Needs • Ability • Emotion • Frustrated • Friend • Clean • Healthy • Rest • energy 	
	<p>All three key themes (Relationships, Living in the Wider World and Health and Wellbeing) will run through all terms in EYFS, with SRE being taught explicitly in Summer 2 as with the rest of the school. Money will be introduced through role play and Little Big Maths.</p>					
Year 1	<p>Relationships</p> <ol style="list-style-type: none"> 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships 	<p>Autumn term - Relationships</p> <p>R2. to recognise that their behaviour can affect other people</p> <p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>Living in the wider world - Spring</p> <p>L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p> <p>L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>L7. about the role money plays in their lives including how to keep it safe, choices about spending or</p>			<ul style="list-style-type: none"> • relationships • behaviour affect other's • fair and unfair • kind and unkind • right and wrong • acceptable • comfortable • unacceptable and uncomfortable • who to tell and what to say • money • names for the main 	

	<p>Living in the wider world</p> <ol style="list-style-type: none"> 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect diversity and equality and how to be a productive member of a diverse community 	<p>saving money and what influences those choices L8. ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>Health and wellbeing - Summer</p> <p>H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls H11. that household products, including medicines, can be harmful if not used properly H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention H14. about the ways that pupils can help the people who look after them to more easily protect them H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p>	<p>parts of the body</p> <ul style="list-style-type: none"> • when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets • gay • lesbian • bisexual • straight 	
<p>Year 2</p>	<ol style="list-style-type: none"> 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. the part that money plays in people's lives 8. a basic understanding of enterprise <p>Health and wellbeing</p> <ol style="list-style-type: none"> 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an emergency <ol style="list-style-type: none"> 8. to identify different influences on health and wellbeing 	<p>Autumn term - Relationships</p> <p>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>Living in the wider world - Spring</p> <p>L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p> <p>Health and wellbeing - Summer</p> <p>H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends) H8. about the process of growing from young to old and how people's needs change H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p>	<ul style="list-style-type: none"> • relationships • difference between secrets and nice surprises • anxious or afraid • comfortable and uncomfortable • including conserving energy • spending and saving • influences those choices • change and loss • responsibilities that increasing independence may bring • physically and emotionally safe • online safety • 'privacy'; their right to keep things 'private' • gay • lesbian • bisexual • straight • transgender 	
<p>Year 3</p>	<p>Relationships</p> <ol style="list-style-type: none"> 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity 	<p>Autumn term - Relationships</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond R13. 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) R15. to recognise and manage 'dares'</p> <p>Living in the wider world - Spring</p> <p>L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer L16. what is meant by enterprise and begin to develop enterprise skills</p>	<ul style="list-style-type: none"> • relationships • judge • acceptable or unacceptable contact • differences and similarities • 'dares' • points of view • critical consumer • money • enterprise skills • media 	

	<p>in relationships</p> <p>Living in the wider world</p> <ol style="list-style-type: none"> 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect diversity and equality and how to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. the part that money plays in people's lives 8. a basic understanding of enterprise <p>Health and wellbeing</p> <ol style="list-style-type: none"> 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an emergency 8. to identify different influences on health and wellbeing 	<p>Health and wellbeing - Summer</p> <p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p>	<ul style="list-style-type: none"> • puberty • gay • lesbian • bisexual • straight • transgender • homosexual • homophobia • homophobic bullying 	
<p>Year 4</p>	<p>Autumn term - Relationships</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>R16. to recognise and challenge stereotypes</p> <p>Living in the wider world - Spring</p> <p>L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p>L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>L16. what is meant by enterprise and begin to develop enterprise skills</p> <p>L17. to explore and critique how the media present information</p> <p>L18. 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</p> <p>Health and wellbeing - Summer</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p>	<p>Autumn term - Relationships</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>R16. to recognise and challenge stereotypes</p> <p>Living in the wider world - Spring</p> <p>L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; 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to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p>	<ul style="list-style-type: none"> • positive and healthy relationships • keeping something confidential or secret • stereotypes • consequences • anti-social, aggressive and harmful behaviours • discrimination • critical consumer • enterprise skills • critique • critically examine • social media • misrepresent or mislead • loss, separation, divorce and bereavement • 'risk', 'danger' and 'hazard' • build resilience • resisting pressure • gay • lesbian • bisexual • straight • transgender • homosexual • homophobia • homophobic bullying • transphobic • transition • gender • sexuality 	
<p>Year 5</p>	<p>Autumn term - Relationships</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R13. 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)</p> <p>R15. to recognise and manage 'dares'</p> <p>R16. to recognise and challenge stereotypes</p> <p>R17. about the difference between, and the terms associated with, sex, gender identity and sexual</p>	<p>Autumn term - Relationships</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R13. 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)</p> <p>R15. to recognise and manage 'dares'</p> <p>R16. to recognise and challenge stereotypes</p> <p>R17. about the difference between, and the terms associated with, sex, gender identity and sexual</p>	<ul style="list-style-type: none"> • relationship can be unhealthy • judgement • differences and similarities • 'dares' • Stereotypes • terms associated with, sex, gender identity and 	

	<p>orientation</p> <p>Living in the wider world - Spring</p> <p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p>L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>L16. what is meant by enterprise and begin to develop enterprise skills</p> <p>Health and wellbeing - Summer</p> <p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H19. about human reproduction</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>	<ul style="list-style-type: none"> • sexual orientation • discrimination • consequences • manage their money • enterprise skills • reflect reality? • Puberty • human reproduction • gay • lesbian • bisexual • straight • transgender • homosexual • homophobia • homophobic bullying • transphobic • transition • gender • sexuality 	
Year 6	<p>Autumn term - Relationships</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R5. that civil partnerships and marriage are examples of 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</p> <p>R19. 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</p> <p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>Living in the wider world - Spring</p> <p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>L16. what is meant by enterprise and begin to develop enterprise skills</p> <p>Health and wellbeing - Summer</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety-the Bike ability programme), and safety in the environment (including rail, water and fire safety)</p> <p>H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time</p>	<ul style="list-style-type: none"> • positive and healthy relationships • different types of relationship • civil partnerships • commitment • love • legal age • committed relationship • Marriage • 'keeping something confidential or secret' • rules and laws • ethnic identities • money • critical consumer • enterprise skills • pressure • resisting pressure • anxious • substances and drugs • illegal • strategies • gay • lesbian • bisexual • straight • transgender • homosexual • homophobia • homophobic bullying • transphobic • transition • gender • sexuality 	

		limits, use of passcode, turning it off at night etc.) H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request	<ul style="list-style-type: none"> • pansexual • omnisexual • non-binary • gender fluid • asexual 	
KS3	Citizenship Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action. Pupils should be taught about: □ the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch □ the operation of Parliament, including voting and elections, and the role of political parties □ the precious liberties enjoyed by the citizens of the United Kingdom □ the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals □ the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities □ the functions and uses of money, the importance and practice of budgeting, and managing risk.		e-safety	

SRE Overview

The following aspects of SRE will be taught in the first week back after May Half Term across the whole school during the afternoons. SRE week is in addition to your fortnightly PSHE lessons some of which will include elements of SRE. (See The PSHE Overview of Core Themes and Topics to be taught)

Resources needed can be found: T:\PSHE\SRE Teaching SRE with confidence Additional resources to be found in each year group PSHE folder.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lesson 1 - Our Day	Lesson 1 - Keeping Clean	Lesson 1 - Differences: Boys and Girls	Lesson 1 - Difference: Male and Female	Lesson 1 - Growing and changing	Lesson 1 - Talking about Puberty	Lesson 1 - Puberty and Reproduction
Lesson 2 - Keeping ourselves clean	Lesson 2 - Growing and Changing	Lesson 2 - Differences: Male and Female	Lesson 2 - Personal Space	Lesson 2 - What is puberty? https://bettyforschools.co.uk/resources Betty Lesson 1 for girls	Lesson 2 - Male and Female changes	Lesson 2 - Understanding Relationships
Lesson 3 - Families	Lesson 3 - Families and Care NC Sci - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Lesson 3 - Naming the body parts NC Sci - Notice that animals, including humans, have offspring which grow into adults	Lesson 3 - Family Differences NC Sci - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	NC Sci - Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age.	Lesson 3 - Puberty and Hygiene https://bettyforschools.co.uk/resources Betty Lesson 1 and 2 girls Betty Lesson 1 for boys NC Sci - Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age.	Lesson 3 - Conception and Pregnancy Lesson 4 - Communicating in Relationships NC Sci - Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age.

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