

## The Orchard School PSHE and RSE curriculum

Topic		Reception	Year One	Year Two	Key Vocabulary
Health and Wellbeing (Autumn)	Healthy lifestyles (physical wellbeing)	<ul style="list-style-type: none"> <li>-What keeping healthy means; different ways to keep healthy.</li> <li>-How physical activity helps us to stay healthy; and ways to be physically active everyday.</li> <li>-Simple hygiene routines that can stop germs from spreading.</li> </ul> <p style="color: red; margin-top: 10px;"><b>Cross curricular: D&amp;T (cooking) and PE</b></p>	<ul style="list-style-type: none"> <li>-About foods that support good health and the risks of eating too much sugar.</li> <li>-How to keep safe in the sun and protect skin from sun damage.</li> <li>-About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.</li> <li>-About the people who help us to stay physically healthy.</li> </ul>	<ul style="list-style-type: none"> <li>-About why sleep is important and different ways to rest and relax.</li> <li>-That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</li> <li>-About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.</li> </ul>	Healthy Physical activity Hygiene Germs Sleep Medicine
	Mental health	<ul style="list-style-type: none"> <li>-About different feelings that humans can experience.</li> <li>-How to recognise and name different feelings.</li> <li>-Zones of Regulation.</li> </ul>	<ul style="list-style-type: none"> <li>-To recognise that not everyone feels the same at the same time, or feels the same about the same things.</li> <li>-Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</li> <li>-To recognise when they need help with feelings' that is important to ask for help with feelings' and how to ask for it.</li> <li>-About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</li> </ul>	<ul style="list-style-type: none"> <li>-How feelings can affect people's bodies and how they behave.</li> <li>-How to recognise what others might be feeling.</li> <li>-About ways of sharing feelings a range of words to describe feelings.</li> <li>-About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</li> </ul>	Feelings Zones of regulation Mood
	Ourselves, growing and changing	<ul style="list-style-type: none"> <li>-To recognise what makes them special.</li> <li>-To recognise that ways in which we are all unique.</li> <li>-Preparing to move to a new class/year group.</li> </ul>	<ul style="list-style-type: none"> <li>-To name the main parts of the body including external genitalia (e.g. vagina, penis, testicles).</li> <li>-About growing and changing from young to old and how people's need change.</li> <li>-Preparing to move to a new class/year group.</li> </ul>	<ul style="list-style-type: none"> <li>-To identify what they are good at, what they like and dislike.</li> <li>-How to manage when finding things difficult.</li> <li>-Preparing to move to a new class/year group.</li> </ul>	Unique Likes/dislikes

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	<b>Keeping safe</b>	<ul style="list-style-type: none"> <li>-Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool) and how to cross the road safely.</li> <li>-About the people whose job it is to help us keep safe.</li> <li>-Basic rules for keeping safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</li> <li>-About what to do if there is an accident and someone is hurt.</li> <li>-How to get help in an emergency (how to dial 999 and what to say)</li> </ul>	<ul style="list-style-type: none"> <li>-About rules and age restrictions to keep us safe.</li> <li>-To recognise risk in simple everyday situations and what action to take to minimise harm.</li> <li>-Basic rules for keeping safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</li> <li>-About what to do if there is an accident and someone is hurt.</li> <li>-How to get help in an emergency (how to dial 999 and what to say)</li> </ul>	<ul style="list-style-type: none"> <li>-About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches).</li> <li>-That household products (including medicines) can be harmful if not used correctly.</li> <li>-Basic rules for keeping safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</li> <li>-About what to do if there is an accident and someone is hurt.</li> <li>-How to get help in an emergency (how to dial 999 and what to say)</li> </ul>	<p>Safety Online safety Emergency</p>
	<b>Drugs, alcohol and tobacco</b>		<ul style="list-style-type: none"> <li>-About things that people can put into their body or on their skin; how these can affect how people feel.</li> </ul>		<p>Drugs Alcohol Tobacco</p>
<b>Relationships</b>	<b>Families and close positive relationships</b>	<ul style="list-style-type: none"> <li>-About the roles different people (e.g. acquaintances, friends and relatives) play in our lives.</li> <li>-That is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</li> </ul>	<ul style="list-style-type: none"> <li>-About different types of families including those that may be different to their own.</li> <li>-That is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</li> </ul>	<ul style="list-style-type: none"> <li>-To identify the people who love and care for them and what they do to make them feel cared for.</li> <li>-To identify common features of family life.</li> <li>-That is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</li> </ul>	<p>Families Relatives Friends Worry</p>
	<b>Friendships</b>	<ul style="list-style-type: none"> <li>-About how people make friends and what makes a good friendship.</li> <li>-Simple strategies to resolve arguments between friends positively.</li> </ul>	<ul style="list-style-type: none"> <li>-How to ask for help if a friendship is making them feel unhappy.</li> </ul>	<ul style="list-style-type: none"> <li>-About how to recognise when they or someone else feels lonely and what to do.</li> </ul>	<p>Friends Arguments Lonely</p>

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<b>Managing hurtful behaviour and bullying</b>	<ul style="list-style-type: none"> <li>-That bodies and feelings can be hurt by words and actions; that people can say hurtful things online (E-Safety).</li> <li>-About how people may feel if they experience hurtful behaviour or bullying.</li> <li>-That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable' how to report bullying; the importance of telling a trusted adult.</li> </ul>	<ul style="list-style-type: none"> <li>-That bodies and feelings can be hurt by words and actions; that people can say hurtful things online (E-Safety).</li> <li>-About how people may feel if they experience hurtful behaviour or bullying.</li> <li>-That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable' how to report bullying; the importance of telling a trusted adult.</li> </ul>	<ul style="list-style-type: none"> <li>-That bodies and feelings can be hurt by words and actions; that people can say hurtful things online (E-Safety).</li> <li>-About how people may feel if they experience hurtful behaviour or bullying.</li> <li>-That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable' how to report bullying; the importance of telling a trusted adult.</li> </ul>	Actions Bullying
<b>Safe relationships</b>	<ul style="list-style-type: none"> <li>-NSPCC Pants, to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</li> <li>-About how to respond if physical contact makes them feel uncomfortable or unsafe.</li> <li>-What to do if they feel unsafe or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</li> <li>-About knowing there are situations when they should ask for permission and also when their permission should be sought.</li> <li>-About the importance of no keeping adults' secrets (only happy surprises that others will find out about eventually)</li> </ul>	<ul style="list-style-type: none"> <li>-NSPCC Pants, to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</li> <li>-That sometimes people may behave differently online, including by pretending to be someone they are not.</li> <li>-Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</li> <li>-About knowing there are situations when they should ask for permission and also when their permission should be sought.</li> <li>-About the importance of no keeping adults' secrets (only happy surprises that others will find out about eventually)</li> </ul>	<ul style="list-style-type: none"> <li>-NSPCC Pants, to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</li> <li>-How to respond safely to adults they don't know.</li> <li>-About knowing there are situations when they should ask for permission and also when their permission should be sought.</li> <li>-About the importance of no keeping adults' secrets (only happy surprises that others will find out about eventually)</li> </ul>	Privacy Secrets Pressure
<b>Respecting self and others</b>	<ul style="list-style-type: none"> <li>-About what is kind and unkind behaviour, and how this can affect others.</li> <li>-To recognise the ways in which they are the same and different to others.</li> </ul>	<ul style="list-style-type: none"> <li>-How to listen to other people and play and work cooperatively</li> <li>-How to talk about and share their opinions on things that matter to them.</li> </ul>	<ul style="list-style-type: none"> <li>-About how to treat themselves and others with respect; how to be polite and courteous.</li> </ul>	Kind Same Different Unique Respect Cooperation Opinions

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Living in the wider world	Shared responsibilities	-What rules are, why they are needed, and why different rules.	-Things they can do to help look after their environment.	-How people and other living things have different needs; about the responsibilities of caring for them.	Rules Needs Responsibility Environment
	Communities	-The different roles and responsibilities people have in their community.	-The different groups we belong to.	-Recognise the ways they are the same as, and different to, other people.	Community
	Media literacy & digital resilience <b>(Autumn RSE links)</b>	-How the internet and digital devices can be used safely to find things out and to communicate with others. - That people can say hurtful things online (E-Safety).  <b>Cross curricular link: ICT</b>	-That not all information we see online is true. - That people can say hurtful things online (E-Safety).  <b>Cross curricular link: ICT</b>	-The role of the internet in everyday life. - That people can say hurtful things online (E-Safety).  <b>Cross curricular link: ICT</b>	Internet Safe
	Economic wellbeing: Money	-What money is: forms that money comes in, that money comes from different sources.	-The difference between needs and wants; that sometimes people may not always be able to have the things they want. -That money is needed to be looked after; different ways of doing this.	-That people make different choices about how to save and spend money.	Money

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	<b>Economic wellbeing: Aspirations, work and career</b>	<ul style="list-style-type: none"> <li>-That everyone has different strengths.</li> <li>- Different jobs that people they know or people who work in the community do.</li> <li>-Different jobs that people they know or people who work in the community do.</li> </ul>	<ul style="list-style-type: none"> <li>-That some of the strengths and interests someone might need to do different jobs.</li> </ul>	<ul style="list-style-type: none"> <li>-That jobs help people to earn money to pay for things.</li> </ul>	<ul style="list-style-type: none"> <li>Strengths</li> <li>Job</li> <li>Community</li> </ul>
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### Intent

This curriculum aims to equip children with essential skills for life needed to deal with age related situations such as friendship issues and transitions. It aims to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing through keeping themselves healthy and safe.

The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing the knowledge of when and how children can ask for help. Lessons provide children with a safe place to discuss current, relevant and social issues as well as promoting physical, social and emotion wellbeing of all pupils including those who are disadvantaged and SEND.

This will be achieved using the core themes outlines by the PSHE Association Programme of study recommended by the DfE which are; Health and Wellbeing, Relationships and Living in the Wider World.

### Implementation

PSHE is taught both discreetly and in a cross curricular manner, from EYFS to year two. Early Years continuously embed their learning with activities developing PSED as set out in the Early Years Framework. Reception, Years one and two follow The Orchard RSE & PSHE Curriculum. Each term year groups will develop pupil's skills and knowledge in the themes outlined by the PSHE Association Programme of study, building on the knowledge and skills they have acquired the previous year. There is a focus on providing pupils with real world context and skills to ensure deeper learning occurs.

The school invites in visitors to share their experiences and expose children to people from a range of backgrounds to talk to the children. Children also go into the community, visiting the local church and the school choir visit a local nursing home. Children regularly engage with physical education in discreet PE lessons, daily wake up shake ups and move moments as this is proven by research to reduce stress and support pupil's engagement with emotions.

Each class has on display The Orchard Resilience Remedy which is used to reference the strategies that can be used to demonstrate resilience within their learning and daily life at school. Each class consistently uses the 6 R's which are featured in every classroom. Every classroom has a zones of regulation display and regular discussions and check ins to allow

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the children to identify and share their feelings. There is a focus on children creating their own impact on the school through school council, Ground force day, Enterprise and resilience week, in which pupil's take responsibility.

### **Impact**

Children are encouraged and enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in an environment of openness, trust and respect, and know when and how they can seek the support of others. They know how to label and control their emotions, discuss the actions they can take to change them and make sense of their personal and social experiences. They will apply their understanding of society from the classroom to the wider school community and are given a voice within the school to help improve the school e.g school council. SEND and disadvantaged pupils achieve well based on their starting points and engage with the 'zones of regulation' to express their emotions. Pupils know how to safely and responsibly use technology at school and at home.

Successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem.

### **Curriculum coverage**

Pupils are understanding and accepting of people different to themselves. They understand British Values and engage with activities that demonstrate these values e.g. class voting, creating class charters, respecting one another. Children show a sense of pride and demonstrate responsibility in their community, attending local events e.g. molesey carnival, music at the market. The school choir also visit a local care home to sing to residents. Year two children visit places of worship. Children also engage with Enterprise week which teaches them about money, ethical purchases and responsibility. Pupils are encouraged to eat healthy with a balanced menu for lunch, cooking healthy foods and being taught about a balanced diet, children are proud to be accredited as a healthy eating school by Surrey.

Our curriculum follows the core themes outlined in the PSHE Association Programme of Study which has a broad overlap and flexibility to teach children about 1. Health and wellbeing 2. Relationships 3. Living in the wider world.