

The Orchard School PSHE and RSE Curriculum Overviews

Intent

At the Orchard we want all children to **master** skills and gain a **deep** secure understanding of their **knowledge** across the curriculum.

We want the children to be motivated to learn, to be able to reason and use and apply their learning.

We will provide a language rich curriculum and high-quality teaching for mastery supported by thorough planning and assessment to build on prior knowledge.

Each year, pupils will develop the skills needed to deal with age related situations e.g. friendship issues and transitions. The PSHE and RSE curriculum is designed to develop the knowledge, skills and attributes they need to keep themselves healthy and safe. PSHE and RSE lessons will provide children with a safe place for discussions of current and relevant social and emotional issues. PSHE will promote the physical, social and emotional well-being of all pupils, including those who are disadvantaged or who have SEND. PSHE learning will provide language rich opportunities for disadvantaged pupils to develop the vocabulary they need to communicate and express their feelings.

	Topic	Reception	Year 1	Year 2	Key Vocabulary
Health and Wellbeing (Autumn)	Healthy lifestyles (physical wellbeing)	<ul style="list-style-type: none"> -What keeping healthy means; different ways to keep healthy. -How physical activity helps us to stay healthy; and ways to be physically active everyday. -Simple hygiene routines that can stop germs from spreading. <p style="color: red; margin-top: 10px;">Cross curricular: D&T (cooking) and PE</p>	<ul style="list-style-type: none"> -About foods that support good health and the risks of eating too much sugar. -How to keep safe in the sun and protect skin from sun damage. -About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV. -About the people who help us to stay physically healthy. 	<ul style="list-style-type: none"> -About why sleep is important and different ways to rest and relax. -That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. -About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. 	<ul style="list-style-type: none"> Healthy Physical activity Hygiene Germs Sleep Medicine
	Mental health	<ul style="list-style-type: none"> -About different feelings that humans can experience. -How to recognise and name different feelings. -Zones of Regulation. 	<ul style="list-style-type: none"> -To recognise that not everyone feels the same at the same time, or feels the same about the same things. -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. -To recognise when they need help with feelings' that is important to ask for help with feelings' and how to ask for it. -About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. 	<ul style="list-style-type: none"> -How feelings can affect people's bodies and how they behave. -How to recognise what others might be feeling. -About ways of sharing feelings a range of words to describe feelings. -About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep). 	<ul style="list-style-type: none"> Feelings Zones of regulation Mood

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Ourselves, growing and changing	<ul style="list-style-type: none"> -To recognise what makes them special. -To recognise that ways in which we are all unique. -Preparing to move to a new class/year group. 	<ul style="list-style-type: none"> -To name the main parts of the body including external genitalia (e.g. vagina, penis, testicles). -About growing and changing from young to old and how people's need change. -Preparing to move to a new class/year group. 	<ul style="list-style-type: none"> -To identify what they are good at, what they like and dislike. -How to manage when finding things difficult. -Preparing to move to a new class/year group. 	Unique Likes/dislikes
Keeping safe	<ul style="list-style-type: none"> -Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool) and how to cross the road safely. -About the people whose job it is to help us keep safe. -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. -About what to do if there is an accident and someone is hurt. -How to get help in an emergency (how to dial 999 and what to say) 	<ul style="list-style-type: none"> -About rules and age restrictions to keep us safe. -To recognise risk in simple everyday situations and what action to take to minimise harm. -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. -About what to do if there is an accident and someone is hurt. -How to get help in an emergency (how to dial 999 and what to say) 	<ul style="list-style-type: none"> -About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches). -That household products (including medicines) can be harmful if not used correctly. -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. -About what to do if there is an accident and someone is hurt. -How to get help in an emergency (how to dial 999 and what to say) 	Safety Online safety Emergency
Drugs, alcohol and tobacco		<ul style="list-style-type: none"> -About things that people can put into their body or on their skin; how these can affect how people feel. 		Drugs Alcohol Tobacco

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Relationships	Families and close positive relationships	<ul style="list-style-type: none"> -About the roles different people (e.g. acquaintances, friends and relatives) play in our lives. -That is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. 	<ul style="list-style-type: none"> -About different types of families including those that may be different to their own. -That is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. 	<ul style="list-style-type: none"> -To identify the people who love and care for them and what they do to make them feel cared for. -To identify common features of family life. -That is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. 	<p>Families</p> <p>Relatives</p> <p>Friends</p> <p>Worry</p>
	Friendships	<ul style="list-style-type: none"> -About how people make friends and what makes a good friendship. -Simple strategies to resolve arguments between friends positively. 	<ul style="list-style-type: none"> -How to ask for help if a friendship is making them feel unhappy. 	<ul style="list-style-type: none"> -About how to recognise when they or someone else feels lonely and what to do. 	<p>Friends</p> <p>Arguments</p> <p>Lonely</p>
	Managing hurtful behaviour and bullying	<ul style="list-style-type: none"> -That bodies and feelings can be hurt by words and actions; that people can say hurtful things online (E-Safety). -About how people may feel if they experience hurtful behaviour or bullying. -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. 	<ul style="list-style-type: none"> -That bodies and feelings can be hurt by words and actions; that people can say hurtful things online (E-Safety). -About how people may feel if they experience hurtful behaviour or bullying. -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. 	<ul style="list-style-type: none"> -That bodies and feelings can be hurt by words and actions; that people can say hurtful things online (E-Safety). -About how people may feel if they experience hurtful behaviour or bullying. -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. 	<p>Actions</p> <p>Bullying</p>
	Safe relationships	<ul style="list-style-type: none"> -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. -About how to respond if physical contact makes them feel uncomfortable or unsafe. -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. -About knowing there are situations when they should ask for permission and also when their permission should be sought. 	<ul style="list-style-type: none"> -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. -That sometimes people may behave differently online, including by pretending to be someone they are not. -Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe. -About knowing there are situations when they should ask for permission and also when their permission should be sought. 	<ul style="list-style-type: none"> -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. -How to respond safely to adults they don't know. -About knowing there are situations when they should ask for permission and also when their permission should be sought. -About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) 	<p>Privacy</p> <p>Secrets</p> <p>Pressure</p>

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		-About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	-About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)		
	** To ensure safeguarding measures are met and consistently referred to, the NSPCC Pants programme is used across all three year groups with discussion content progressing in an age appropriate way. The content also links to the work in 'ourselves, growing and changing' topic which progresses from EYFS to KS1**				
	Respecting self and others	-About what is kind and unkind behaviour, and how this can affect others. -To recognise the ways in which they are the same and different to others.	-How to listen to other people and play and work cooperatively -How to talk about and share their opinions on things that matter to them.	-About how to treat themselves and others with respect; how to be polite and courteous.	Kind Same Different Unique Respect Cooperation Opinions
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

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<p style="text-align: center;">Media literacy & digital resilience (Autumn RSE links)</p>	<p>-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).</p> <p style="color: red;">Cross curricular link: ICT</p>	<p>-That not all information we see online is true. - That people can say hurtful things online (E-Safety).</p> <p style="color: red;">Cross curricular link: ICT</p>	<p>-The role of the internet in everyday life. - That people can say hurtful things online (E-Safety).</p> <p style="color: red;">Cross curricular link: ICT</p>	<p>Internet Safe</p>
<p style="text-align: center;">Economic wellbeing: Money</p>	<p>-What money is: forms that money comes in, that money comes from different sources.</p>	<p>-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.</p>	<p>-That people make different choices about how to save and spend money.</p>	<p>Money</p>
<p style="text-align: center;">Economic wellbeing: Aspirations, work and career</p>	<p>-That everyone has different strengths. - Different jobs that people they know or people who work in the community do.</p>	<p>-That some of the strengths and interests someone might need to do different jobs.</p>	<p>-That jobs help people to earn money to pay for things.</p>	<p>Strengths Job Community</p>